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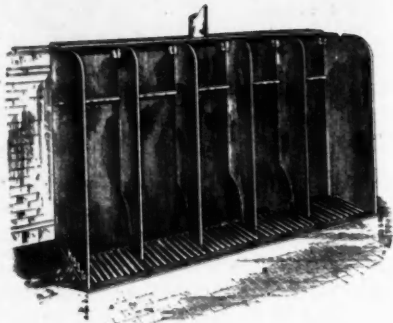
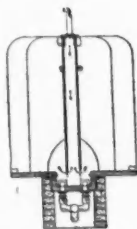


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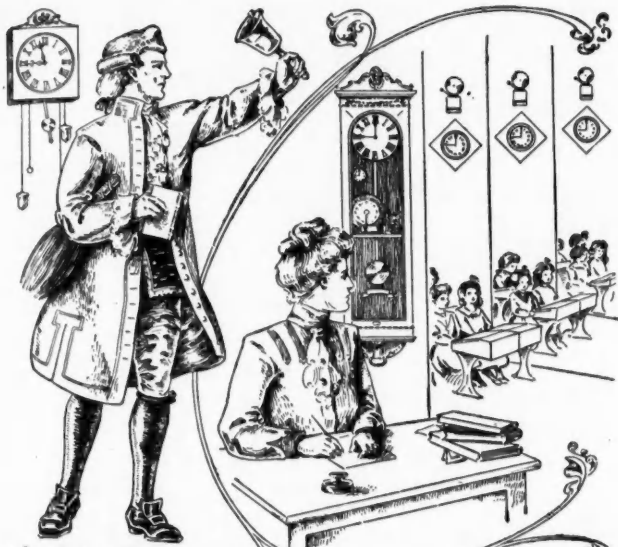
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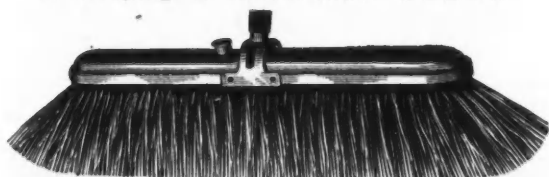
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## COMMERCIAL HISTORY.

Webster's History of  
Commerce. Ginn

Conan's Indust. His-  
tory of the U. S. Macmillan  
Marchant's Com'l His-  
tory. Pitman

## COMPOSITION AND RHETORIC.

Gardner, Kittredge &  
Arnold's. Ginn  
Genung's Series. Ginn  
Lockwood & Em-  
erson's. Ginn  
Mother Tongue books  
Webster's Eng. Comp.  
and Lit. Houghton  
Webster's Ele. Comp.  
Bates' Talks. Ginn  
Cook's Higher Study  
of White's Every day  
English. Ginn  
White's Words, and  
Their Use. Ginn  
Carpenter's series (2  
books) Macmillan  
Lewis' Writing Eng. Ginn  
Robins & Perkins. Ginn  
Kellogg's. Merrill  
Kavana & Beatty's. Ginn  
Earnest's Eng. Corre-  
spondence. Sadler  
A Modern (Brief and  
Complete Course. Sanborn  
Copeland & Rideout's  
Weich's Series. Silver

## DICTIONARIES.

Appleton's Latin. Appleton  
Spellers & Surnames.  
French. Ginn  
Adler's German. Ginn  
Cuyas' Spanish. Ginn  
Liddell & Scott's  
Greek. Ginn  
Clifton & McLaugh-  
lin's French and  
English. Ginn  
Webster's Standard  
English. Ginn  
Webster's. Laird  
Webster's. Lippincott  
Webster International  
Webster Collegiate. Ginn

## DRAWING.

Augsberg System.  
Shorter Course Tab-  
lets (1-8). Ginn  
Standard Course Tab-  
lets (1-12). Ginn  
Augsberg's Drawing  
with Colored Cray-  
ons. Houghton  
Ross's Pure Design. Houghton  
Halle's Prac. Draw-  
ing. Merrill  
Art Education Draw-  
ing Book Course. Prang  
Bartholomew's Pencil  
Sketches. Ginn  
Landscape Draw-  
ing. Ginn  
Course in Water Color  
Schools (books 1 to  
6). Ginn  
Ele. Course in Art  
Instr. (drawing  
books) (1 to 12) or  
(1 to 6). Ginn  
Principles of Art Ed-  
ucation. Ginn  
Rouillon's Mechanic-  
al Drawing. Ginn  
Text Books of Art  
Education (1 to 8)  
Normal Course. Silver

## ELOCUTION.

Fulton's. Ginn  
Hyde's School Speaker  
Russell's Vocal Culture  
Houghton

Brown's Philosophy of  
Expression. Ginn

## ENGLISH LITERATURE.

Tren's Brief Am.  
English Classics, 20th  
Century. Appleton  
Ten Cent Classics. Ginn  
Red Shield Series.  
Athenaeum Press Ser. Ginn  
Hudson's Shakespeare.  
Gayley's Eng. Lit.  
Lewis' Beginnings.  
Minto's. Ginn  
Morley's Eng. Poetry  
Standard Eng. Clas-  
sics Series. Ginn  
American Poems, and  
Prose (2 books). Ginn

Bates' Talk on Lit.  
(3 books). Houghton

Higginson & Boy-  
nton's Hist. of Am.  
Lit. Ginn

Masterpieces Am. Lit.  
British Lit. Ginn

Modern Classics. Ginn

Perry's Study of Prose  
Fiction. Ginn

Rolfe's Students' Ser.  
Richardson's Ameri-  
can. Ginn

Simond's History Eng.  
Lit. Ginn

Simond's History Am.  
Literature. Ginn

Tappan's England's  
Lit. Ginn

Tappan's England's  
and America's. Ginn

Bates' Am. Lit. Macmillan

Carpenter's Am. Prose  
Lewis Int. Pocket  
Classics. Ginn

Brooke-Carpenter's  
Abernethy's Amer. Merrill

Kellogg on  
Maynard's Series. Ginn

Merrill's Texts.  
Canterbury Class's. Ginn

Rand-McNally School  
Library Series. Ginn

Cambridge Series. Sanborn

Silver Series of Clas-  
sics. Ginn

Pattee's American Lit.  
Pattee's Reading  
Courses. Ginn

Pattee's Foundations.  
Camelot Ser. (Prose)  
Simmons

Canterbury Poets. Sower

Westlake's. Sower

## FRENCH.

Downer's 1st b'k. Appleton  
Aldrich & Foster's  
Foundations Ele-  
mentary. Ginn  
Dufour's Grammar. Ginn  
Bercy's Series. Jenkins  
Bercy & Castagnier  
Grammar. Ginn  
Bernard's Idiomat. Fr.  
Beauvoisin's French  
Verbs. Ginn  
Du Croquet's French  
by Conversation. Ginn  
Du Croquet's Gram-  
mars. Ginn  
Fontaine's Les Prosa-  
teurs Fr. du XIX.  
sicle. Ginn  
Julien's Un Peu de  
Tout. Ginn  
Marion's Le Verbe en  
Quatre Tableaux Syn-  
optiques. Ginn  
Robique's Historiettes  
et Poésies. Ginn  
Rougemon's Drill  
Book "A". Ginn  
Rougemon's Manuel  
de la Littérature  
Française. Ginn  
Sauer Causeries avec  
mes élèves. Ginn  
Sauer & Lougee. First  
Lessons of Gram.  
Yersin's Pronuncia-  
tion. Lippincott  
Kroeh's. Macmillan  
Magnat's Course. Ginn  
Steppmann's Fr. series  
Keetle's Gram. &  
Reader. Merrill  
Anecdotes Nouvelles.  
Elementary French. Ginn  
La France. Ginn  
Maynard's Texts. Pitman  
Dike's Scientific  
Reader. Silver  
Douay's Ele. Reader.  
Through France and  
French Syntax. Ginn  
Magill's Series. Sower

## GEOGRAPHY.

Adam's Com. Appleton  
Adam's Ele. Com. Ginn  
Gilbert & Brigham's  
Physical. Ginn  
Home Geography for  
Primary Grades. Ginn  
Educational

Geography of Com-  
merce and Indus-  
try. Ginn

Frye's. Ginn

Davis' Macmillan

Tarr & McMurry's  
Trotter's Geog. of Com. Ginn

Tarr's New Ph's. Ginn

Dodge's Ele. McNally

Dodge's Advanced. Ginn

Dodge's Series (by  
grades). Ginn

Rand-McNally, Pri-  
mary. Elementary  
and Gram. School. Ginn

Dodge's Three Book  
Series. Ginn

Pitman's Commer'l. Pitman

McFarlane's Com. &  
Indus. Sadler

Tilden's Comm'l. Sanborn

Geog. of Commerce. Silver

Inductive Series. Silver

## GEOLOGY.

Brigham's. Appleton  
Morton's Elements. Ginn  
Stories of Rocks and  
Minerals. Educational  
Story of Our Planet.  
Tarr's Elements. Macmillan  
Ries' Economic of  
U. S. Ginn  
Scott's Introduction.  
Hellprin's Earth and  
Its Story. Silver

## GEOMETRY AND TRIGONOMETRY.

Wentworth Series. Ginn  
Baker's Geom. Ginn  
Beman & Smith. Ginn  
Bailey & Woods. Ginn  
Wheeler's Trig. Ginn  
Durflee's Plane Trig.  
Nichols' Trig. Ginn  
Chauvenet's Geom.  
Chauvenet's Trig.  
Schulze & Sevenoak's  
Geometry. Macmillan  
Holgate's Geom. Ginn  
Lock-Miller's Trig.  
Loney's Trig. Ginn  
Durrell's Geom. Sanborn  
Plane Geometry. Sanborn  
Bush & Clarke's Ele-  
ments. Silver  
Petee's Plane Geom.  
Hobb's Geom. Simmons  
Brooke's Pl. & Sol.  
Geom. Sower  
Brooke's Plane Geom.  
Brooke's Pl. & Spher.  
Trig. Ginn

## GERMAN.

20th Cen. Series. Appleton  
Learned's Grammar. Ginn  
Jones' Reader. Ginn  
Int. Mod. Language. Ginn  
Bernhardt's Course.  
Collar's Exercises. Ginn  
Collar's Lessons. Ginn  
Stein's Exercises. Ginn  
Deutscher Hiawatha  
Primer. Houghton  
Jenkins' Der Prak-  
tische Deutsche. Ginn  
Dreysprung's Construc-  
tive Process for  
Learning Ger. Ginn  
Cutting's Difficulties  
of Ger. Gram. Ginn  
Schulze's Praktischer  
Lehrgang. Ginn  
Hewett's Ger. Reader  
Macmillan's Series.  
Maynard's Texts. Merrill  
Neue Anekdoten. Ginn  
Deutschland und die  
Deutschen. Ginn  
Beginner's. Ginn  
Pitman's Practical. Pitman  
Mueller Series. Silver  
Loesberg's Series. Ginn  
Dippold's Grammar. Ginn

## GREEK.

Goodell's School. Appleton  
Smith's Anabasis. Ginn  
Benner's Homer's Iliad  
Morrison & Goodell's  
Beginners. Ginn  
Goodwin's Grammar. Ginn  
White's First. Ginn  
White's Beginners. Ginn  
Seymour's Iliad. Ginn  
Perrin & Seymour's  
Odyssey. Ginn  
Collar & Daniels' Be-  
ginners' Companion  
School Classic Series  
Coll. Series—Authors.  
Bryant's Iliad. Houghton  
Bryant's Odyssey. Ginn  
Palmer's Odyssey. Ginn  
Masterpieces of Greek  
Literature. Ginn  
Browning's Blanks for  
Greek Verbs. Jenkins  
Haven's Blanks for  
Conjugation or Syn-  
opsis of Gr'k Verbs  
Ball's Ele. Macmillan

## HISTORY.

McLaughlin's Ameri-  
can Nation. Appleton  
Wright's British Na-  
tion. Ginn  
Munro's Middle Ages. Ginn  
Whitcomb's Modern  
Europe. Ginn  
Munro & Whitcomb's  
Medieval & Modern  
Gullick's Life of the  
Ancient Greeks. Ginn  
Cheney's England. Ginn  
Emmett's M. Ages. Ginn  
Lawler's Essentials of  
Am. History. Ginn  
Myers' Series. Ginn  
Montgomery's Series.  
Robinson's Western  
Europe. Ginn  
Brigham's Geog. In-  
fluences on Am. His.  
Fiske's U. S. Houghton  
Larned's English. Ginn  
Larned's Story. Ginn  
Larned's Epitome of  
Larned's U. S. Hist.  
Tappan's Our Coun-  
try's Story. Ginn  
Tappan's England's  
Story. Ginn  
Tappan's Am. Hero  
Stories. Ginn  
Morris's Series U. S.  
(4 books). Lippincott  
Morris's History of  
the World. Lippincott  
Boyer's Way-Marks. Ginn  
Channing's Short U.  
S. Macmillan  
Adams' Europe. Ginn  
Botsford's Greece. Ginn  
Botsford's Ancient  
Channing's Students'.  
Coman & Kendall's  
English. Ginn  
Coman's Industrial of  
U. S. Ginn  
Elson's U. S. Ginn  
Shuckburg's Rome. Ginn  
Anderson's Series. Merrill  
Leighton's Rome. Ginn  
Merrill's England. Ginn  
Mace's U. S. McNally  
Ellis' Young Peop. Sanborn  
Recent European. Ginn  
Chandler's Makers of  
America. Silver  
Chancellor's American  
Andrew's Institutes.  
Hazen's Elementary.  
Mowry's First Steps.  
Mowry's U. S. Hist.  
Mowry's Terr. Growth  
Mowry's First Steps  
English. Ginn  
Redway's Making of  
Amer. Nation. Ginn  
White's School Hist.  
Am. Hist. Leaflets. Simmons  
Harley's Topics in U.  
S. Sower

## LANGUAGE AND GRAMMAR.

Everyday English I.  
and II. Educational  
Whitney & Lockwood. Ginn  
Tarbell's Lessons. Ginn  
Knox-Heath's Ele. Ginn  
Lockwood's Lessons.  
Arnold & Kittredge.  
Mother Tongue Books  
I. and II. Ginn  
Progressive Studies in  
English. Ginn  
Webster's Gram. Houghton  
Webster's Ele. of  
Gram. and Comp. Ginn  
Webster-Cooley, 2-  
Book Course. Ginn  
Patrick's Lessons in  
Language. Lippincott  
Patrick's Lessons in  
Grammar. Ginn  
Patrick's Principles of  
Eng. Grammar. Ginn  
Carpenter's Grammar  
Macmillan  
Davenport & Em-  
erson's Grammar. Ginn  
Modern English (2  
books). Ginn  
Woodley's Foundation  
Lessons. Ginn  
Kellogg's Comp. Merrill  
Kellogg's Rhetoric.  
Reed & Kellogg's.  
Reed's Introductory.  
Language Through  
Nature, Literature  
and Art. McNally  
Rand-McNally. Prin.  
Gram. and Comp. Ginn  
Rand-McNally's Prac-  
tical Eng. Gram.  
Supplementary Les-  
sons in English. Ginn  
Atwood's Language  
Tablets. Ginn  
Analysis and Parsing.  
Robbins & Row's Es-  
sential Studies. Row  
Baker's Correct Eng. Sadler  
Advanced Grammar. Ginn  
Scott-Southworth.  
Southworth's Series.  
Southworth & God-  
dard Series. Ginn

Bartlett's Series  
Gilbert & Harris  
Guide Books  
Mills' Grammar  
Mead's First Year  
Simons' High Schools  
Weiss' Series  
Flounder's Series

## LATIN.

Forbes' Cicero. A  
Lain's Ovid. A  
Chase's Nepos. A  
Sallust's Catiline.  
Moore & Schlicher  
Elements  
West's Grammar.  
Westcott's Caesar.  
Virgil's Aeneid by  
Carter  
Allen & Greenough  
Hale & Buck's Gram.  
Buck's Gram. of  
can. & Umbrian.  
Collar's Series.  
Moulton's Compositi-  
College Series of  
Masterpieces of La-  
terature. H  
Halley's Beginner's  
Smith's First Year  
Saver's First Te-  
with Caesar.  
Bain's Ovid. M  
Minckwitz's Cicero  
Ingile & Prettyman  
First Book  
Viri Roman.  
Students' Series  
Classics (58 book-  
Classics  
First Book  
Latin Composition  
Handbook of H  
nys.  
First Year in Lat  
Gunnison & Har-  
Caesar  
Caesar's Orations  
Vergil's Aeneid (6  
Fawcett's Series  
J. P. Welch's Ser

## LITERATURE

(See English Lit.)

## LOGIC.

Ballantine's Indu-  
Lafleur's Ill. of  
Atwater's Eleme-  
Creighton's  
Jevon's  
MANUAL TRA  
Schwartz's Sloyd  
Educational M  
Training  
Primary Manual  
Training  
Hand Sewing Le  
Elementary Knif  
Work  
Advanced Knife  
Goss' Bench Work  
Hagood's Needle  
Foster's Eleme  
Woodworking.

## MANUAL TRAINING.

Schwartz's Sloyd  
Educational M  
Training  
Primary Manual  
Training  
Hand Sewing Le  
Elementary Knif  
Work  
Advanced Knife  
Goss' Bench Work  
Hagood's Needle  
Foster's Eleme  
Woodworking.

## PLANT AND ANIMAL.

Tales from  
Mary Lamb.  
Rev. Alfred  
price, 25 cent  
New York.  
Sheridan's  
idan. Edited  
Will D. Ho  
cents, net.  
York.  
Plant And  
Technic. By  
sity of Kans  
price, \$2.00.  
delphia.  
Vegetable  
Green, fello  
Cloth, 459 p  
P. Blakiston  
Linguistic  
M. V. O'She  
347 pages.  
York, Chicag  
How to I  
Marcellan.  
Evening Po  
price, 50  
Philadelphia  
Drinking  
lation to H  
Prudden, M  
148 pages,  
Putnam's S



# School Board Journal

Bartlett's Series...Silver  
Gilbert & Harris' Guide Books...  
Mills' Grammar...  
Mead's First Year for High Schools...  
Welsh's Series...Sower  
Flouder's Series...Sower

## LATIN.

Forbes' Cicero...Appleton  
Lain's Ovid...  
Chase's Nepos...  
Sallust's Catiline...  
Moore & Schlicher's Elements...  
West's Grammar...  
Westcott's Caesar...  
Virgil's Aeneid by Carter...  
Allen & Greenough...Ginn  
Hale & Buck's Gram...  
Buck's Gram. of Os...  
Buck's Umbrian...  
Coulton's Compositions...  
College Series of...  
Masterpieces of Latin Literature...Houghton  
Halsey's Beginner's...  
Smith's First Year...  
Sauer's First Talks with Caesar...  
Bain's Ovid...Macmillan  
Minkwitz's Cicero...  
Ingills & Prettymann...  
First Book...Merrill  
Students' Series...Sanborn  
Classics (58 books)...  
Beginner's Book...  
First Book...  
Latin Composition...  
Handbook of Roman Nym...  
First Year in Latin...Silver  
Gunnison & Harley's Caesar...  
Caesar...Simmons  
Cicero's Oration (6)...  
Virgil's Aeneid (6 bks)...  
Fawcett's Series...Sower  
J. P. Welch's Series...

## LITERATURE.

(See English Literature.)

## LOGIC.

Ballantine's Inductive...Ginn  
Lafleur's Ill. of...  
Atwater's Elementary...  
Creighton's...Lippincott  
Jevon's...Macmillan

## MANUAL TRAINING.

Schwartz's Sloyd; or Educational Manual Training...Educational  
Primary Manual Training...  
Hand Sewing Lesson...  
Elementary Knife Work...  
Advanced Knife Work...Ginn  
Goss' Bench Work...  
Haggood's Needle W'k...  
Foster's Elementary Woodworking...

Gilman & Williams' Seat Work and Industrial Occup...  
Todd's Hand Loom Weaving...McNally  
Industrial Work for Public Schools...  
Barnard's Tools & Machines...Silver  
Larsson's Ele. Sloyd...  
Solomon's Sloyd...  
Brumbaugh's...Sower

## MENTAL SCIENCE.

Baldwin's Ele. Psych...  
Baldwin's Psych...Appleton  
Betts' The Mind and Its Education...  
Buell's Essence of...Ginn  
Tichenor's Psych...Macmillan  
Baker's Ele. Psych...Merrill  
Salsbury's...Row  
Davis' Elements of Psych...Silver

## MUSIC.

New Educ. Course...Ginn  
Mason's Course...  
National Course...  
Riv. Gr. Song Books I. and II...Houghton  
Riverside Song Book...  
Amer. Readers...Macmillan  
Cooley's Sing. Verses for Children...  
Choral Song Book...McNally  
Chor. Instruc. Course...  
Brewer & Reddall...Merrill  
Sprenkel's Ideal...  
Beacon Song Collec...Silver  
Beacon Series V. Mus...  
Cecilian Series...  
Johnson's Songs (2 books)...  
Modern Series...  
Normal Course...  
Silver Song Series...

## NATURE STUDY.

Atkinson's First Studies in Plant Life...Ginn  
Comstock's Ways of the Six-Footed...  
Conn's Bacteria, etc., in the Home...  
Hodge's Nature Study and Life...  
Long's Wood Folk Series...  
Miller's True Bird Stories...Houghton  
Burrough's Squirrels...  
Eckstorm's Woodpeckers...  
Merriam's Birds...  
Sargent's Corn Plants...  
Torrey's Everyday Birds...  
Bert's First Steps...Lippincott  
Bert's Primer of Scientific Knowledge...  
Holden's Real Things in Nature...Macmillan  
Griffin's Philosophy...Sower

## ORATORY.

Shurter's Masterpieces of Oratory...Ginn  
Espenshade's Forensic Declamation...Silver

## PEDAGOGICS.

Painter's History of Ed...Appleton  
Rosenkrantz's Phil. of Ed...  
Kratz's Studies and Observations in the School Room...Educational  
Primary Reading...  
Applied Psychology...  
Psychology for Teachers...  
Bryant's How to Tell Stories...Houghton  
Chancellor's Theory of Motives, etc., in Ed...  
Tyler's Growth and Ed...  
Boyer's Principles and Methods...Lippincott  
Wickersham's Methods of Lippincott's Educational Series...  
McMurry's General Method...Macmillan  
McMurry's Course of Study...  
McMurry's Special Methods (8 books)...  
Sabin's Didactics...McNally  
Tanner's The Child...  
Arnold's Waymarks...Silver  
Bryan's Basis of Practical Teaching...  
Morgan's Studies...  
Payne's Curriculum...  
Phillips' Old Tales and Modern Ideals...  
Plans for Busy Work...Putnam's Manual...  
Smith's Methodology...

## PENMANSHIP.

Berry's Writing Books...Berry  
Utterback's...Educational  
Shaylor & Shattuck's Medial...Ginn  
Shaylor's Vertical...  
Ginn's Slant...  
Macmillan Series...  
Smith's Intermedial...  
Merrill's Vertical...Merrill  
Merrill's Modern...  
Writing Hour...  
Round Rap. Writ...McNally  
Upright...  
Lister's Budget Writing Lessons...Sadler  
Rational Slant...Sanborn  
Roundhand Vertical...  
Vertical...  
Normal-Review Syst...Silver  
Whitehouse...  
Graphic Practical...Simmons  
Graphic Medial...  
Common Sense (Ver)...  
Standard Vertical...Sower  
Popular Slant...  
Standard Free-hand...

## PHYSICS.

Ayres' Lab. Man...Appleton  
Henderson & Woodhull's Ele...  
Dolbear's...Ginn  
Hastings & Beach's...  
Gage's Series...  
Higgins...  
Miller's...  
Millikan & Gale's...

Stone's...  
Wentworth & Hull's...  
Culler's...Lippincott  
Sharpless & Phillips...  
Balderston's Lab. Manual...  
Andrews & Howland's...  
Crew's Elements...  
Nichols...  
Shaw's...Merrill  
Thwing's Elementary Mead's Elements...Sanborn

## PHYSICAL CULTURE.

Graded System of Physical Training...Educational  
Swedish System of Educational Gymnastics...  
Song-Roundels and Games...  
Anderson's...Merrill  
Enebuske's Progress...Silver  
Gymnastic Days Orders...

## PHYSIOLOGY AND HYGIENE.

Krohn's First Book...Appleton  
Krohn's Graded Les...  
Man Wonderful...  
Blaisdell's Series...Ginn  
Hough & Sedgwick's...  
Smith's...Jenkins  
Cutter's...Lippincott  
Lippincott's New-Culler...  
Foster & Shore's...Macmillan  
Huxley & Lee's...  
Coleman's Series (4 books)...  
Peabody's Studies...  
Hutchinson's Series...Merrill  
Hurty's Life with Health...Row  
Academic...Sanborn  
Brand's Series...  
Conn's...Silver  
Stowell's Health Series...  
Object Lessons...Simmons

## POLITICAL ECONOMY.

Ripley's...Ginn  
Thompson's...  
Gide's Principles...  
Davenport's...Macmillan  
Ely & Wicker's Ele...  
McVane's...Merrill  
Bullock's...Silver  
Andrew's Institutes...

## PUNCTUATION.

Simplified...Gregg  
As Means of Expression...Pitman

## READERS.

Brook's Primer...Appleton  
Culture Readers by Kenyon-Warner...  
Sprague Classic Series...  
Black's Graded Series...  
Foundation Readers...

Action, Imitation and Fun Series of Primers...  
Cyr's Series...Ginn  
Jones' Series...  
Stickney's Series...  
Finch's...  
Summer's...  
Strong's...  
Classics for Children...  
Hiawatha's Primer...Houghton  
Bryce's Beginners' Primer...  
Ele. Science (3 bks)...Lippincott  
Blaisdell's Childlife...  
Baker & Carpenter's Series...Merrill  
Collard's...  
Graded Literature...  
Judson & Bender's...  
Lights to Lit...McNally  
New Century...  
Cleveland's Beginners' (3 books)...Sanborn  
Cleveland's Historical Parker & Marvel's...  
Supplementary...  
Tomlinson's Stories of Amer. Revolution...  
Around World Ser...Silver  
Amer. Normal...  
Arnold's Primer...  
Morse...  
New Century...  
Normal Series...  
Rational Method...  
Stepping Stones...  
Silver-Burdett...  
World and Its People...  
Ward & Barnum's Add. Primer and First Reader...  
Coleman's First for Foreigners...  
Buckwalter's...Simmons  
Brumbaugh's...Sower  
Hall & Brumbaugh's Primer...

## SCHOOL ADMINISTRATION.

Wickersham's School Economy...Lippincott  
Gilbert's School and Its Life...Silver

## SHORTHAND.

Amer. Phonography...Ginn  
Gregg Shorthand...Gregg  
Gregg Speed Practice...  
Progressive Exercises...  
Reading and Writing Exercises...  
Shorthand Phrase Book...  
Shorthand Dictionary...  
Isaac Pitman's "Short Course" for High Schools...Pitman  
Business Correspondence in Shorthand...  
Phonographic Dict'y...  
Writing Exercises...  
Teachers' Handbook...  
Shorthand Grads...  
Shorthand Phrase Book...  
Spanish Shorthand...  
New Rapid...Sadler

## SPANISH.

Knapp's Grammar...Ginn  
Int. Mod. Language...  
Cyr's Libro Primer...  
Cyr's Libro Segundo...  
Tarbell's Lessons...  
Frye's Geografia Ele...  
Jenkins...  
Fontaine's Dode Cuentos escogidos...  
Loiseux's Marianda...  
Cortina's Fortuna...  
Grammar...Pitman  
Pitman's Prac. Span...  
Loiseux's Grammar...Silver  
Loiseux's Reader...  
Ford's Anthology...  
Loiseux's Comp...

## SPELLERS.

Appleton's Standard...  
20th Cent. Series...  
Dewey's...Educational  
Alton's Descriptive...Ginn  
Atwood's Commercial...  
Gove's Practical...  
Guilford's...  
Hazen's Graded...  
Jacob's Practical...  
Jacobs & Piper's...  
Stickney's...  
Words, Their Spelling, etc...Gregg  
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*Sheridan's Plays.* By Richard Brinsley Sheridan. Edited, with introduction and notes, by Will D. Howe. Cloth, 319 pages; price, 25 cents, net. The Macmillan Company, New York.  
*Plant Anatomy and Handbook of Micro-Technic.* By William Chase Stevens, University of Kansas. Cloth, 349 pages, illustrated; price, \$2.00. P. Blakiston's Son & Co., Philadelphia.  
*Vegetable Physiology.* By J. Reynolds Green, fellow of Downing college, Cambridge. Cloth, 459 pages, illustrated; price, \$3.00, net. P. Blakiston's Son & Co., Philadelphia.  
*Linguistic Development and Education.* By M. V. O'Shea, University of Wisconsin. Cloth, 347 pages. The Macmillan Company, New York, Chicago.  
*How to Invest Your Savings.* By Isaac F. Marcassan. Reprinted from the Saturday Evening Post. Illuminated boards, 120 pages; price, 50 cents. Henry Altemus Company, Philadelphia.  
*Drinking Water and Ice Supplies; Their Relation to Health and Disease.* By F. Mitchell Prudden, M. D. Second edition, 16 mo., cloth, 148 pages, illustrated; price, 75 cents. G. P. Putnam's Sons, New York.

*Dust and Its Dangers.* By F. Mitchell Prudden, M. D. Cloth, 16 mo., 110 pages; price, 75 cents. G. P. Putnam's Sons, New York.  
*A First Reader.* The Aldine Readers. By Frank Spaulding, superintendent of schools, Newton, Mass., and Catherine T. Bryce, superintendent of primary schools, Newton, Mass. Illustrations by Margaret Ely Webb. 135 pages. Newson Company, New York.  
*Beginners' Number Reader.* Graded City Arithmetic. 78 pages; price, 20 cents. The Macmillan Company, New York.  
*A Primer.* The Aldine Readers. By Frank Spaulding, superintendent of schools, Newton, Mass., and Catherine T. Bryce, superintendent of primary schools, Newton, Mass. Illustrations by Margaret Ely Webb. 141 pages. Newson Company, New York.  
*Specimens of Modern English Literary Criticism.* Chosen and edited with an introduction and notes. By Wm. T. Brewster, professor of English in Columbia University. 379 pages. Price, \$1.00, net. The Macmillan Company, New York.  
*Home Life in All Lands.* By Charles Morris, author of "Historical Tales," "History of the World." 316 pages. J. B. Lippincott Co., Philadelphia.  
*A Short History of Rome.* By Frank Frost Abbott, professor in the University of Chicago, author of "Roman Political Institutions." 304 pages. Handbook for the study of Roman history. 48 pages. Price, 25 cents. Scott, Foresman & Co., Chicago.

*The Principles of Intellectual Education.* By F. H. Matthews, M. A., author of "A Dialogue on Moral Education." 138 pages; price, 75 cents. G. P. Putnam's Sons, New York.  
*The Art-Literature Readers.* Book Three. By Frances Elizabeth Chutter. 223 pages. Atkinson, Mentzer & Grover, Boston, Chicago.  
*Youth, Its Education, Regimen and Hygiene.* By G. Stanley Hall, Ph. D., LL. D., president of Clark University and professor of psychology and pedagogy. 379 pages. D. Appleton & Co., New York.  
*A Student's History of Philosophy.* By Arthur Kenyon Rogers, Ph. D. New edition, revised. 511 pages. The Macmillan Company, New York.  
*The Iliad for Boys and Girls.* Told from Homer in simple language. By Rev. Alfred Church. 302 pages. Price, \$1.50. The Macmillan Co., New York.  
*The Bible as Good Reading.* By Senator Albert J. Beveridge. 94 pages, cloth, 50 cents; ooze calf, \$1. Henry Altemus Company, Philadelphia, Pa.  
*Fourth Reader.* The Language Readers. By Joseph H. Wade and Emma Sylvester. 12mo, cloth. 304 pages. Illustrated. List price, 60 cents; mailing price, 70 cents. Ginn & Co., New York, Boston, Chicago.  
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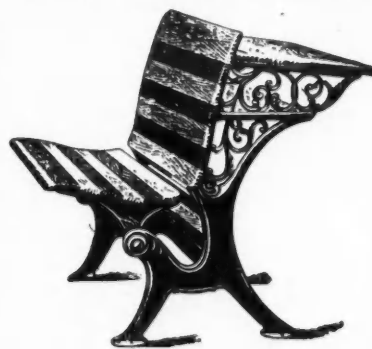
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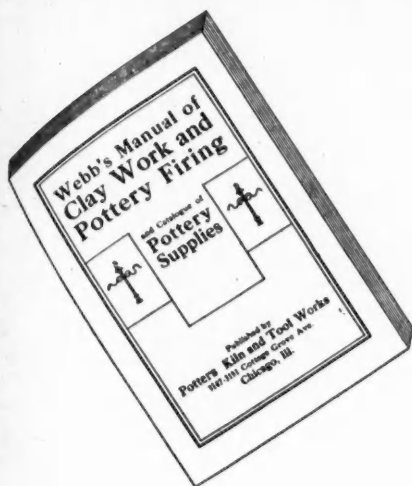
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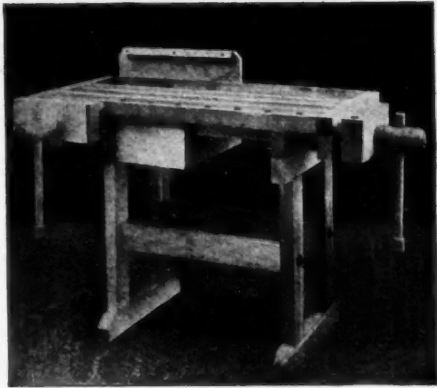
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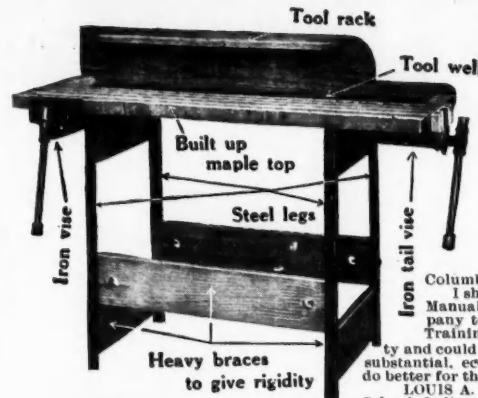
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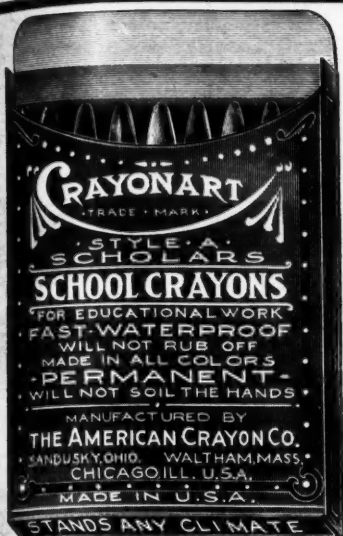
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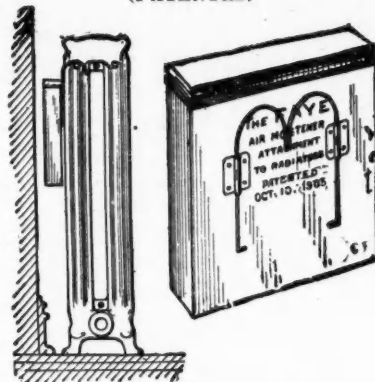
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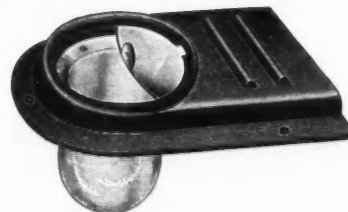
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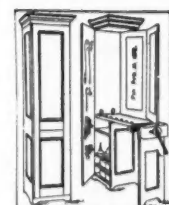
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### The Employment of Teachers.

Under Kirby's Dig. P. 7615, providing that the directors of a school district shall hire a licensed teacher and make a written contract with the teacher, specifying the time of employment and wages per month, etc., where the directors meet together and participate in the selection of a teacher and decide upon the time of employment and wages, and a written contract is subsequently signed by the teacher and two of the directors, the contract is valid.—School Dist. No. 68 vs. Allen, 104 S. W. 172, Ark., 1907.

The New York City charter provides that the board of examiners shall hold such teachers' examinations as the city superintendent may prescribe and shall prepare all necessary eligible lists. The names of those to whom licenses have been granted, including those exempted from examination, duly licensed in the several boroughs prior to the date on which this act takes effect, shall be entered by the city superintendent upon lists to be filed in his office. Section 1103 of the original charter (section 1090 of the amended charter) provides for the promotion of principals and teachers "from the list of properly certified principals and teachers and other persons eligible." Held, that the provision relating to those duly licensed prior to the date of the act relates to those teaching in the city at the time the charter took effect, and does not entitle one who was licensed in 1871, and again in 1879, but who was not teaching in the city when the charter took effect, to have her name placed upon such list.—In re Walker, N. Y. Sup.

### Validity of Meeting.

The fact that the directors of a school district had no notice of a meeting was immaterial if they were all present at the meeting and participated therein.—School Dist. No. 68 vs. Allen, Ark.

Where certain members of a school board are guilty of a conspiracy, other members of the board cannot be convicted of the same offense merely because they were members of the board. It must be shown affirmatively that such members participated with the others in the criminal confederation.—Commonwealth vs. Tilly, Pa., Super. Ct.

A trustee of a school district whose school has been abandoned could not be compelled to furnish a conveyance for pupils to another district school.—Nelson vs. State, Ind.

The constitutionality of the pension law passed at the session of the Wisconsin State Legislature for the public school teachers of Milwaukee has been attacked in the courts. Injunctive proceedings have been instituted against the pension board to prevent it from making any deduction from the teachers' salaries for the purpose of creating a fund. The complaint cites that the law is invalid and in violation of the state and national constitution.

### Vaccination of Pupils.

A child of school age, seeking to compel the school board to admit him to a school, without first complying with a rule of the board requiring a pupil before admission to the schools to be vaccinated, cannot complain that the rule makes the certificate of a reputable physician showing that the pupil has been successfully vaccinated conclusive evidence in favor of the pupil that he has complied with the rule.—Auten vs. Board of Directors of Special School District of Little Rock, Ark.

A rule of a school board of a city, providing that pupils before admission to the schools shall be vaccinated, adopted to prevent the spread of smallpox and pursuant to the orders of the board of health of the city and the advice of physicians, is not an unreasonable regulation, and will not be set aside by the courts.—Auten vs. Board of Directors of Special School District of Little Rock, Ark.

The part of the rule of a school board requiring the vaccination of pupils before admission to the schools which provides that the pupils shall present a certificate of a reputable physician showing that they have been successfully vaccinated, is not unreasonable, and will not be set aside by the courts.—Auten vs. Board of Directors of Special School District of Little Rock, Ark.

### Fraternity Rule Legal.

The rules of the Chicago board of education against fraternities in the high schools have been upheld by the Appellate court. The court dismissed the injunctive proceedings brought by the Phi Sigma fraternity of the Hyde Park high school.

"The assumption in the argument of the complainant that the members of secret societies are in a different class from the rest of the pupils is self-refuting," says the court. "As pupils in the public schools they are on an equality with all the other pupils, neither above nor below, and entitled to no privileges or exemptions not applicable to all the pupils as a body."

"The regulation of the conduct of all the pupils is conserved by the rules. The penalties and punishments provided by the rules operate on all pupils impartially."

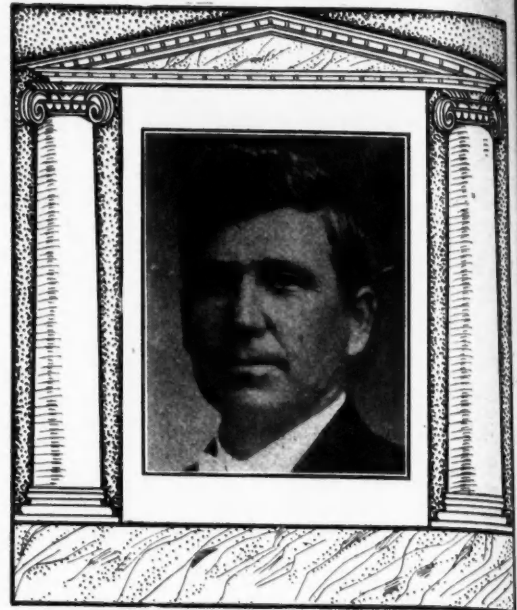
"Neither does the rule curtail in any degree the liberty of the pupil in joining any secret society with or without the parental sanction, nor does it in any manner forbid any pupil's attendance upon the meetings of such society, or taking part in any of its exercises. Full liberty in this, as in other respects, remains to the pupils."

"Nor can we construe the rule as in any manner controlling or regulating the action of authority of the parents over their school children when away from the schoolhouse and the direction of their teachers. The rule in no aspect of its operation could work an expulsion or dismissal from school of the secret society pupil."

"The school contests from which pupils, members of any secret societies, are barred, do not form a part of the school curriculum or of the general educational scheme. Who shall represent certain schools in any athletic or literary contest must necessarily rest with the teachers under the rules and regulations made by the board. Whenever such rules are not clearly so unreasonable as to be without the sanction of legal authority, they will be upheld by the courts."

"There may be a contrariety of opinion as to whether secret societies in schools among pupils are beneficial or harmful to either the pupil or the cause of education. In such conditions who shall decide whether the pupils shall be encouraged or not in making affiliations with them? The courts or the board? It makes no difference which of them shall control so far as affecting the ultimate conclusion is concerned, for the courts have been quite outspoken in their condemnation of such societies in schools as hurtful to the pupil and detrimental to his educational progress."

The court finds that the grants of power to the board of education by the legislature in conformity to the constitution are all sufficient to enable it to make all laws, rules and regulations necessary for the establishment, govern-



HON. D. F. CAMERON  
State Superintendent of Instruction, Elect, of the New State of Oklahoma.

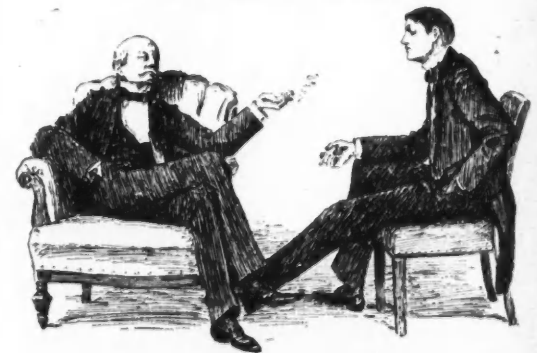
ment and maintenance of public schools in Chicago.

### LEGAL.

Washington. Assistant Attorney General J. B. Alexander has rendered an opinion to State Superintendent R. B. Bryan that public school teachers are not only entitled to full pay for all legal holidays, but that in event of an epidemic or sickness, or severe storms that make school impossible, the teachers' pay goes on just the same. "If, however, there is an adjournment of the school which covers a period of days which are not all legal holidays," reads the opinion, "the teacher is not entitled to credit or pay for holidays falling within such vacation period."

"If the teacher's contract is for a term of nine months or any other given number of months, and during the term of the contract there is a school vacation of sufficiently long period to include days which are not legal holidays, then such vacation period is not to be included in computing the time that such teacher is required to teach by his or her contract."

"The last statement, however, may be subject to some exceptions. If, for instance, the schools were closed by order of the board for such cause as a prevailing epidemic and such closing of school was no fault of the teacher, and occurred during what would otherwise be the regular term's time, the teacher would no doubt be entitled to wages covering such period; and if, for instance, the weather or other unavoidable conditions should require a short suspension of school during the regular term it is my opinion that the law should be somewhat liberally construed, and that the teacher should be entitled to pay for such a period."



### Confirmed Impression.

First Bookman—Superintendent Blank is a man of fixed opinions on text books, I understand.

Second Bookman—Oh, yes! I fixed them.

GREE

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# GREEK-LETTER FRATERNITIES IN HIGH SCHOOLS

By HON. THOMAS T. MOORE

This is an age of advancement along every avenue of life. It may be well termed an era of educational and mental prosperity. New ideas are being promulgated in education, and there is so much that is novel as well as valuable, that we may well pause and consider, before we condemn and reject.

This generation is not different in its mental processes from the generations that have gone before. Its wisdom may be greater, and the sum of actual knowledge may be more, but human nature is much the same from age to age. The incoming generation refuses to be bound by many of the customs and traditions, thoughts and well settled beliefs of the generation that is passing out. In lieu thereof, it naturally invents and brings forward many new ideas whose propriety startle the passing generation and give it anxiety and concern.

Solomon said that there is nothing new under the sun. I do not believe he would have said it, had he lived in as rapidly advancing a generation as the present. We are constantly reaching out for new methods of doing the world's work, and are constantly exploiting new theories on almost every subject. A thing is not necessarily good because it is new, and all old ideas and methods are not necessarily bad. They may be better than the new conception. We often return to the old, after we have tested the new, to find the old better. Things should be considered well and tried conscientiously before they are permanently adopted in the place of that which has been fully approved by experience.

In our ever progressing educational system, many new things have been developed. We do not teach as we once did. The lecture system largely prevails in the classroom; the text book is not nearly so much in evidence now as formerly; the qualifications and learning required of the teacher are justly greater.

## The Origin of Fraternities.

Among the new things that have grown up with our educational system during the present generation are the Greek letter fraternities. Although they cannot be classed as present developments, yet relatively speaking, they are new institutions in this country, as they only reach back a period of about eighty-two years. I shall not attempt, in this paper, to trace their origin and history, or the objects of their organization. That would be outside the purpose of this discussion.

The first fraternity of which I have any information is the "Kappa Alpha," which was organized in 1825, less than eighty-five years ago. Most of the fraternities now existing, have been formed, as the records will show, since 1850. There are, today, in the colleges and universities of the United States, thirty Greek letter fraternities, with 1018 chapters, including a membership of over 185,000 persons. There are fourteen Sororities, all organized since 1872, with 214 chapters and a membership of over 22,000. This is a wonderful force of educated men and women, and their impress upon society and their influence in directing the thought of the world must be great.

## Introduction Into High Schools.

The inclination to imitativeness is a feature in the character of young Americans. They are greatly impressed with the mysterious like some of their elders. Scarcely had the Greek letter fraternities, under a great cloud of doubt and opposition, entrenched themselves permanently in the colleges, when madness seized hold

on the high schools, especially in those towns where college fraternity life was much in evidence. Seeing these things among the college students and hearing fraternity life talked of so much, the minds of the pupils in the high schools, and sometimes even in the grades, became affected by the mysteries concealed under the Greek letters. They set about organizing secret fraternities, the purposes and intentions of which were totally unknown to parents and teachers.

However much we may be impressed with the idea, that there is a field of usefulness for secret organizations in college life, I think all educators will agree that there is no such field in the high schools or the grades. Why should they exist? What useful purpose do they subserve? What profitable field do they occupy or cover? If anyone can suggest an affirmative answer to any one of these questions there is a field for discussion. It is easy, from the view point of the schools, to realize why they should not be permitted to exist.

## Democracy in High Schools.

In the first place, there is a certain democracy in our common schools that is highly beneficial to the average American boy or girl. There is not and should not be an aristocracy in the schools. That should grow, if at all, elsewhere. The rich are on the same level with the poor, and the children of the distinguished receive no better treatment or instruction than the children of the obscure. It is one of our great boasts that here all are on the same plane, and all have equal rights and opportunities. This is as it should be.

But, let a secret fraternity be organized in a school, and watch the development. All at once democracy has vanished and you find in the members of such organizations a snobbish and detestable aristocracy that monopolizes or attempts to monopolize all the privileges, benefits and honors of the school. Arrogance abounds, and egotism takes the place of modesty. Such a society is, in many cases, without even the poor relief of competition. In many of our high schools there is not enough material for more than one fraternity and those admitted into the charmed circle are the envy and torment of the less fortunate. The fraternity thus creates, as one newspaper says, "a nasty spirit of snobbishness between 'frats' and 'Barbs' and establishes a school caste that is utterly foreign to, and has no place in our American school life."

## Injury to Non-Frat Student.

The envy and heartaches, the distress and bitterness engendered by such organizations in the breasts of the pupils not selected for admission, is often pitiful. They are just as good and sometimes better than those admitted. The bitterness of such rejection and the neglect and cruelty which follow is often so pitiful that it cannot be passed over as merely a childish grievance. On the contrary, it often develops into a real injury and distressing wrong, even sometimes a tragedy.

Many a sweet, spirited girl, whose heart has been crushed because she has not been admitted into this, to her, a beautiful and charmed circle, and who has been refused agreeable companionship of those with whom she formerly associated, has left school rather than become to all intents and purposes a social outcast. Many a proud boy, who for some foolish reason has been denied fraternal relations with former companions, has been driven away from school.

Even where this has not resulted, the bitterness that has been engendered has largely destroyed the spirit of the school and its usefulness, and has rendered it much less capable of awakening the ambition of its pupils.

All this bitterness, wormwood and gall is for what purpose? None! Absolutely none! Only that these children (and sometimes their parents, God save the mark) may play at college life, before they have reached the age of understanding to be able to appreciate or understand fraternal life, its object and obligations.

## Dangers to Discipline.

Such fraternities are distinctly subversive of discipline in high schools. No one who is familiar with school work will question the assertion that discipline must be stronger and more in evidence in high schools than in colleges. Even in academies, connected with colleges, the pupils are older and more capable of discrimination, and discipline may be less strict. In colleges the students are supposed to be, and usually are, old enough to get out their work, without being under the eye of the master. This is not true of the high schools and discipline is necessary there to preserve order, to induce habits of application and study, and to restrain the thoughtless.

In high schools the boy, or girl, that belongs to a "Frat" feels that his fraternity relations are a protection and a refuge against all school discipline. Where there is organized opposition to the enforcement of law, it is much more difficult to enforce, and where there is a body of pupils banded together in a secret organization, and standing together in mutual support and vindication, it is a much harder matter to enforce obedience to school orders and regulations. Knowing their power, such societies are not slow to use it to the subversion of all proper, and to them distasteful, discipline. The fraternity members in their ignorance, thoughtlessness and inexperience decide that an order of the school authorities is objectionable, and with their parents standing by them, become a real menacing force to the discipline of the school. This ought not to be possible in the economy of our schools. It is subversive of all school government.

## The Position of the Parents.

The strangest part of it all is that usually parents stand by and support the action of their children in organizing and belonging to such fraternities; even to clash with the school authorities. This, too, by parents who ought to be wiser. I know of a case where a fight was made in the school against secret societies which had to be abandoned because of the attitude of the parents. The father of one of the leading spirits in the fraternity was a judge of the circuit court. The father of another leading member was a distinguished professor in a college. Another father was a physician. Nearly all the parents were distinguished citizens. The judge upheld his daughter in her contention even to the extent of advising and threatening a law suit. The professor and the physician stood by the judge and the pupils. So did the other prominent parents and the fight was abandoned to the disgrace and permanent injury of the school.

## Immaturity of "Frat" Members.

As these fraternities are secret, neither the parent nor the teacher can know if the principles on which they are founded are right, wholesome, or conducive to the good of the

(Concluded on Page 18.)



# The School Superintendent.

## Better Rural Supervision.

Dr. Andrew S. Draper is vigorously advocating better supervision of the country schools of New York state. He favors the abolishment of the office of school commissioner (similar to county superintendent), the division of present supervisory districts and the appointment of superintendents. A bill embracing these changes was defeated in the last legislature, but is likely to be re-introduced in 1908. In the course of an address on the country schools, Dr. Draper recently said:

"All who have any understanding of our schools see that their excellence depends upon the quality and closeness of the 'supervision,' and all who are familiar with the schools of New York know that there is no school supervision, in the rural districts of the state at least, in the sense in which the really capable men and women of the schools now use that term.

"Such supervision has developed very rapidly in the cities of the state in the last 40 or 50 years. It is that that has made for the very uniform excellence of the city schools. It is that, at least, that has made the schools notably good in the cities where the best superintendents have been long continued. Other explanations are often given for it; the true explanation is in the qualities and opportunities of a real superintendent, and of actual and expert supervision.

"This thing has grown in cities with the growth of the cities. It has grown out of the ready facilities for intercommunication, out of the great resources and out of the obvious needs. But there has been no substantial advance in supervisory plans in the rural districts in all the history of New York schools. It is true that we have had supervisory school officers in all parts of the state from the very beginning; but progressive ideals in supervision have forged ahead in the cities, and not all in the country.

The principal features of the proposed change, as described by Commissioner Draper, are:

- (a.) That the supervisory districts are made much smaller.
- (b.) That the office of school commissioner be abolished, and that of the school superintendent for each of the smaller districts be created.
- (c.) That definite professional qualifications for the office of district superintendent be fixed.
- (d.) That the district superintendent be chosen for five-year terms by a district board created for the purpose.
- (e.) That the salary of the district superintendent be \$1,500, of which \$1,200 shall be paid by the state and \$300 by the supervisory district, and that his expenses up to a maximum of \$300 be audited and paid by the state.
- (f.) That the superintendent shall not be involved in the management of other business, and shall give his time wholly to the duties of his office.

## The Washington Rupture.

The differences between the Washington school board and Supt. W. E. Chancellor culminated, last month, in an open rupture. Formal charges were brought against Mr. Chancellor for trial by the board just as the Journal was going to press.

The trouble between the board and Mr. Chancellor has been brewing for nearly a year. The

first serious break occurred when the superintendent preferred charges against one of his assistants in the negro schools, and since then there have been a number of clashes, indicating the feeling of some of the members.

At the November meeting of the board certain members charged that Mr. Chancellor had taken steps toward the establishment of Latin and German centers in the elementary schools without authority and without knowledge on the part of the board. Mr. Chancellor replied that he had acted within his authority and that the president and the other members were fully aware of the steps he had taken. Resolutions were, however, adopted abolishing the centers.

Later a caucus was held by members of the board, and Mr. Chancellor's resignation was demanded. Upon his refusal, formal charges were preferred, accusing him of incompetency and insubordination. November 23 was the date set for hearing the complaint.

## Chancellor's Statement.

In a statement to the press, Mr. Chancellor's attorneys recently said:

"Since the board has preferred these charges, Dr. Chancellor desires a thorough investigation of the entire situation. He is willing to answer any charge that is properly brought against him before any unbiased trial board, but he objects to being tried by a board that is prosecutor, witness, judge and jury, with the minds of its members thoroughly poisoned against him and their decision predetermined and preannounced.

"The charges, though vague in many respects and multifarious in character, will be fully answered at the proper time. The foundation of the whole fabric of charges rests upon the personal antagonism of certain members of the board to the superintendent. He contends that if a thorough and impartial investigation can be had it will be fully established that the board has violated the law creating it, and has repeatedly interfered with the administration of the business of the superintendent; that members of the board have sought by threats and intimidation to dictate how he should discharge his duties, and whom he should nominate for various positions in the schools, and that on his refusal to accept such dictation they threatened to antagonize him in the discharge of his official duties, and this is, in part, the cause of the antagonism alleged in the charges."

## BUSY SUPERINTENDENTS.

Miss Anna E. Hill, for many years past supervisor of penmanship in the public schools of Springfield, Mass., has recently accepted a similar position in the public schools of Asbury Park, N. J.

State Supt. J. J. Doyne has been unanimously elected president of the new normal school which is to be erected at Conway, Ark. Mr. Doyne will take charge of the institution on July 1, 1908.

Mr. Doyne is one of the best known educators in the state of Arkansas. He was at one time principal of a Fort Smith school; afterwards principal of Lonoke school, then superintendent of public instruction, later assistant to Supt. Hinemon, and again superintendent of public instruction. He has made himself popular in the positions he has held in the past and is recognized as the most efficient man that the board could have chosen.

## Boston Promotional Examinations.

The first promotional examinations for teachers, provided in the rules of the Boston school committee, have been announced for October 5, 1908, and a circular giving directions to teachers who will take the examinations, has been issued by the board of superintendents. As proposed, the examinations will consist of classroom work, professional study and academic study. The rating of the teachers' classroom work will be made up of the estimates of teachers' work during the current school year.

The examination of the teachers' professional study will consist in part of a written explanation of the methods used by the candidate in some branch. A book has been assigned by the superintendents to illustrate methods of teaching every subject, and a test will be given to determine how well the teacher has mastered the principles which she has studied.

In the high schools, with teachers of greater maturity and experience, professional study includes a consideration of history and principles of education. The first part of the examination covers one academic subject, to be selected by the candidate from a list prescribed in the circular. Here, also, the list of subjects from which the teachers of the lower grades may select are those which they must use daily. In the high schools the teachers now appointed are specialists in some particular line. While the circular provides that the professional study shall be directed on the lines of the specialty of the teacher, the academic study is supposed to be corrective to over-specialization and the subjects prescribed are not those which the candidate is supposed to be teaching.

Throughout the circular different assignments are made, in every case a specific book being prescribed, thus indicating distinctly to the teachers what the board of superintendents expects them to be prepared upon. While very few teachers are required to take this promotional examination, it will undoubtedly be of great value to all of the teachers of the city, as indicating lines of study and investigation that will materially improve the quality of their teaching service.



HON. J. G. CRABBE,  
State Superintendent Elect,  
Frankfort, Ky.

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# Among Boards of Education

The pay of the members of the Terre Haute, Indiana, school board has been raised from \$150 to \$300 per annum. Terre Haute is one of the few cities in the United States which pays its school board a yearly salary.

Lorain, Ohio. The school savings bank system is to be introduced in the public schools. It is intended to require the children to open their accounts in the bank in person to relieve the teachers of work and prevent disagreements.

Columbus, O. Manual training has been made compulsory in the seventh and eighth grades of the public schools.

Kankakee, Ill. The local circuit court has denied an application for an injunction to restrain the board of education from permitting "football" in the schools. The judge ruled that "boards of education" have no right to interfere with the pleasure or training of school children after school hours.

Philadelphia, Pa. The salaries of the forty-two compulsory attendance officers has been increased from \$900 to \$1,000 per year. The men are obliged to pay their car fare and other incidental expenses.

Sandusky, O. The school board adopted a resolution denying all the privileges of the high school, except those of the classroom, and of receiving diplomas to all students who are members of fraternities or sororities, or who have given their sanction thereto.

Granite, Minn. The board of education has authorized the superintendent of schools to expel all pupils who indulge in the use of tobacco.

Upon recommendation of Supt. Brumbaugh, the Philadelphia board of education has authorized semi-annual promotion of pupils in the grade and high schools. The change was opposed by several on the plea that the change would disorganize and overcrowd the schools and the president of the Central High school argued that it would deter the students who graduate in January from entering the university. In support of the plan Mr. Brumbaugh showed that it would effect a saving of time for both bright and backward children.

San Antonio, Texas. The school board has raised the salary of Supt. Wolfe from \$2,700 to \$3,000.

Supt. J. G. Crabbe of Ashland will succeed Mr. J. H. Fuqua as head of the public school system of Kentucky. Mr. Crabbe was elected on the republican ticket and polled a larger vote than any of his fellow candidates. Mr. Crabbe will take up his new duties January first.

Boston, Mass. The school committee has fixed the pay of the janitor of the new Normal group of school buildings at \$7,000 per annum. The janitor will pay his help himself and his net annual income is not likely to exceed \$1,500.

Memphis, Tenn. The school board has adopted a new set of rules to govern the certification and appointment of teachers. No teachers will be permitted to have charge of a class in the high school except after three years of classroom experience. No applicant under 21 years will be allowed to teach in the high school. No applicant under 18 will be permitted to teach in other schools. A university, college or normal graduate will be given the preference over other applicants, all other things being equal.

New York City. In response to the demand made by the Hebrews of New York City, the board of education has adopted resolutions barring for this year all Christmas exercises in which there is any mention of Christ, the birth of Christ, or the star of Bethlehem. Orders have been issued against the use of forty-seven text books in which any reference to the Christian religion is made. Santa Claus, alone, remains in the primary grades.

This action of the board of education is the culminating effort of the board to rid the schools of the city of any suggestion of sectarianism. The disturbance created one year ago prompted the committee of the board to give Jewish parents a hearing and finally make a decision. Protests filed with the board of education after enumerating the arguments against the observance of Christmas, asked the elimination of all characteristic Christian hymns, all references to Christ, the Trinity and the cross, the birth of Christ, the use of all pictures of a religious character and also any reference to Santa Claus or St. Nicholas in Christmas celebrations.

Among the famous hymns barred from the schools by the new rule are the following:

The Doxology, Ave Maria, Jerusalem, Bethlehem, The Palms, Oh, Come Emanuel, Nazareth, The Christmas Tree, Peace on Earth, The Bird Song, Aurelia, Nearer My God to Thee, Christmas Time, Coronation, Olivet, and ten others.

## RULES AND REGULATIONS.

Newport, R. I. The school committee has abrogated a rule under which children who were to complete the fourth year of their age in the first half of the school year were allowed to enter the kindergarten at the opening of the schools. No child is now admitted to the kindergarten until after he is four years old. It is held by the authorities that even the play work of the kindergarten should not be given to a child until he is four years of age.

Topeka, Kans. The school board has placed its seal of disapproval on the secret societies and fraternities which exist in the high school. The resolutions, which depend for their enforcement upon the state law against fraternities, read:

"First—No student of the high school shall participate in the meetings of or continue active membership in any secret fraternity or secret organization whatsoever that is in any degree a school organization.

"Second—Any student who continues his or her connection with any such secret fraternity or organization in violation of the state law and of this resolution shall be expelled from school."

Paducah, Ky. The school board is revising its entire code of rules to better systematize the management of the schools. A few of the more important revisions may be enumerated:

"The superintendent will be compelled to notify the board two weeks in advance if he can not recommend principals or teachers, stating his reasons. The teachers are also to be given two weeks' notice.

"Pupils who have high average in daily work will not undergo an examination at the middle of the year for promotion to a higher grade. The promotion will be made from the average.

"Teachers who hold diplomas from the state normal school will not be required to undergo an examination before the local board.

"The term of superintendent shall begin August 1st and end on August 1st."

San Antonio, Tex. A rule has been informally adopted to abolish the short daily recesses on days when rain is incessant. The twenty minutes thus gained are allowed by closing the afternoon session at 2:40 instead of three o'clock.

The Memphis board of education recently codified its entire rules for the government of the schools. Among the most important changes was one relating to the promotion of high school students. These read:

In the high school, pupils shall be promoted by subjects and not by years and terms. Pupils in the high school attaining an average of 85 per cent on the teacher's estimate in any study shall be promoted in that study.

Pupils in the high school failing to attain an average of 85 per cent in any study, but not falling below 65 per cent in said study, shall be required to take a written examination in that study, and shall be promoted on attaining an average of 65 per cent in said study, this average to be based upon written examination and teacher's estimate in the following ratio:

Teacher's estimate, 50 per cent.

Written examination, 50 per cent.

Pupils in the high school failing to attain an average of 65 per cent on teacher's estimate on any study shall be required to take a written examination in that study, and shall be promoted on attaining an average of 65 per cent in said study, this average to be based upon examination alone.

Fort Worth, Tex. A flexible rule has been adopted by the school board that teachers who are absent from duty lose the salary for the period of defection, even if that be only a day. Although the rule applies in all cases, it is not likely that the board will enforce it rigidly.

Winona, Minn. Manual training has been made compulsory in the first year of the high school.

The Convention of the Department of Superintendence of the National Education Association will take place at Washington, D. C., February 25, 26 and 27, 1908.



SUPT. H. C. BUELL,  
Janesville, Wis.

President Elect, Wisconsin Teachers' Association.



# THE SCHOOL BOARD AND THE TEACHER

**Amusements.**—In no other set of rules have the idiosyncracies of school administrative labors been involved more readily than in those restricting the amusements of teachers. In some smaller communities where the teachers stand more prominently before the public eye, the school authorities have, in response to local sentiment, adopted restrictive measures. In many instances these measures have been solely prompted for the best interests of the schools, while in others an overzealous and narrow spirit on the part of a dominant element has brought them into life.

The rules forbid the teacher from attending dances, sociables and card parties, and occasionally a board forgets itself so far as to forbid courting. Modifications are made in localities by exempting Friday, Saturday and Sunday evenings from the restriction.

**Appointments.**—No duty performed by a school board is of more far reaching importance than the appointment of teachers. In rural school districts this duty is performed by the board without the intervention of anyone save the certification and in some instances approval of by the county superintendent or commissioner. In districts where three or more teachers are employed the advice of the principal or superintendent is sought.

In the selection, the professional, moral and physical equipment of the applicant should be considered. No person who is not physically and morally sound should be appointed. When experienced teachers are not obtainable those with professional training should be preferred. The pressure of personal friends in behalf of an applicant should not enter into consideration at all in the question of appointment. Ability and fitness alone should be the conditions for consideration.

Many school boards, in both rural and city districts, now demand normal school graduates. Where the school system is large enough to warrant the employment of a superintendent or a principal the latter is entrusted with the selection of the teachers, subject to the approval of the board. It is here held that if the superintendent is to be held responsible for the efficiency of the schools he must have a voice in the selection of the teachers.

"In judging the fitness of a teacher as to health, morals or temperament," the authorities hold, "there is safety in counsel. The business man's intelligence is essential to the best management of public affairs, even in matters purely educational. His contact with the world has revealed to him some facts regarding education and its value, and though he may have his own personal bias or prejudice, that he would have to say after a thorough visitation of schools would be practicable, to the point, and free from technicalities."

**Authority.**—A leading state superintendent, in a ruling regarding a teacher's authority over pupils on their way to and from school, says: "The teacher stands in the place of the parent at school and has the same jurisdiction over the conduct of the pupils there that the parent has at home."

"It seems to be a simple deduction from this principle that the teacher has the authority also over the pupils at all time when they are thrown together in the consequence of attending school, and it would be very disastrous to school discipline if the teachers were denied a reasonable control over the action of pupils on the way to and from the schoolhouse. This right, therefore, seems to belong to the teacher by the implication without any express state-

ment of the law to that effect." This contention is in accordance with a decision rendered by the Supreme Court of Michigan.

**Certificates.**—The following rules governing the employment and licensing of teachers prevail in a number of cities:

1. All teachers in the high school may be granted certificates upon presenting to the board of education evidence that they are graduates from some recognized college or normal school, or that they hold state certificates, or that they possess qualifications which under law are equivalent to the above.

2. All teachers in the primary and grammar grades must be graduates from some recognized college or normal school or some accredited high school approved by board of education, or must satisfy the board by examination that they possess qualifications which will fit them equally well for the work they will be required to do.

3. Successful experience of one to three years' teaching, together with the evidence of growth along professional lines, will be considered sufficient ground for the renewal of certificates, provided written application be made to the board therefor, stating the educational journals and books read, the teachers' associations, institutes or summer schools attended and any other work attempted to strengthen the professional life of the teacher. The board of education may also require the teachers to present a record of some education work or a thesis upon some educational topic before such renewal.

4. The examination of all first applicants upon all subjects which they are required to teach and the science and art of teaching shall take place when application for the place is made. All examinations shall take place at the convenience of the board of education by a committee appointed by them for that purpose.

5. Certificates shall be granted for a period not exceeding five years.

**Contracts.**—This subject touches a practical phase in school administration. From the school board's point of view it will bear discussion which may lead to profitable results to both boards and teachers. There is no need of disguising the fact that breaches of contract are more largely chargeable to the teaching forces than to boards. This may be accounted for, primarily, in the fact that the individual teacher has more at stake in a contract than the individual school board member. Again, it may be said that the board, in case of a vacancy in the teaching force, can find a teacher more readily than can the teacher find an appointment.

But a contract is a contract. A teacher having accepted an appointment is morally and legally bound to fill the engagement. Where a contract, either verbal or written, is entered into, the obligation is mutual and conclusive.

A school board that ignores a contract made with a teacher can be held for the salary involved. The courts invariably uphold the teacher where competency and faithful service are proven. Teachers as a rule avail themselves of their rights in this direction, and, in case of unfair dismissal, secure the salary for the term covered by the contract.

It is seldom, however, that a school board brings an action against a teacher who breaks a contract, even where the conduct of the teacher embarrasses the board. The reasons are obvious and various. The teacher has either departed for distant points, is financially irresponsible, etc., or the board deems it cheaper to hire another teacher than to begin a lawsuit.

It is not pretentious to say that the average board is disposed to be fair. If a teacher, after having accepted an appointment in one school system, finds a better position in another school system, a release can usually be secured. The school board member seldom cares to stand between a teacher and his, or her material progress.

**Dismissals.**—There are school systems in which the teachers hold their positions during the pleasure of the board. The rules provide, however, that teachers who shall have served for three consecutive years shall not be subject to removal, except for some misconduct or incapacity as the board may deem a disqualification.

It is also provided that in order to remove a teacher, charges must be made in writing, a duplicate of which is furnished the teacher against whom the charges are made. The teacher receives a hearing before the committee on qualifications and upon the conclusion of this hearing the committee reports its finding to the board, which makes the final disposition of the case.

An Indiana writer on this subject very aptly says: When a school board decides that the services of the teacher or superintendent are no longer required it should let the teacher know the fact so that he can leave the service in such a way as not to suffer humiliation. It is adding insult to injury to allow a teacher or superintendent to work up to the end of the year, and then, without any warning, drop him. If a teacher is not giving satisfaction it is the duty of the board to frankly tell him so and state in what regard he is failing, and this should be done in time for the fault to be corrected if the teacher is capable of making the desired improvement.

There should be a spirit of fairness on both the part of the board and the teachers. School boards should not dismiss teachers without good cause and after having given due notice; neither should teachers seek and accept two or more appointments when they can fill but one.

A teacher may be punished by fine, suspension or dismissal, after trial before the board of education or a committee of its body, under charges for one of four offenses: (1) gross misconduct; (2) insubordination; (3) neglect of duty; (4) general inefficiency; (5) in some localities, the good of the service. But no teacher should be removed or dismissed, except after trial, under specific charges.

**Eligibility.**—To be eligible for positions in the grades teachers must (a) possess the required legal certificates, or (b) be graduates of a college or normal school in good standing, or (c) hold a high school diploma (or equivalent) with two to five years' experience in rural school work.

Candidates for high school positions must be (a) graduates of a recognized college or university, or (b) of a recognized normal school or (c) have experience in the department of school work for which they apply. A certificate of legal grade is also required.

(Continued in January Number)

Rockford, Ill. In revising its entire code of regulations the school board has discontinued the rule which permitted the pay of teachers for the first three days of absence, and half pay for the remainder of the period. Under the new rule the instructors will not receive any salary for days absent. Members of the board felt that the old plan had been abused by teachers.

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# METHODS OF PURCHASING SCHOOL SUPPLIES IN SMALL CITIES

By Frank M. Beard, Marion, Ind.

In considering methods of purchasing supplies for the schools, one of the first questions is, "How shall we determine what is needed?" As a rule members of school boards are busy men whose time is largely taken up with the affairs of their various occupations. They are not, and cannot, be familiar with the needs of the schools in detail. In our medium-sized and larger cities even the superintendent cannot be thoroughly familiar with the technical requirements of every department, but must depend in a large degree upon his lieutenants.

It would seem, then, that the most business-like method of determining what is needed is to ask the aid of the heads of the various departments—the principals, supervisors and special teachers—to share in the responsibilities of the work. In cities and towns where no regular purchasing clerk is employed, the board should designate some person to assume the responsibilities of buying, under proper restrictions. In most cases the most suitable person is the superintendent.

## Making Up Schedules.

If the superintendent be chosen, he should ask—at the close of each year, before the heads of departments leave on their vacations—for lists of supplies needed in each building and in each department. Let these lists come from the principals, covering general supplies, such as crayon, erasers, brooms, etc.; from the heads of the art, music and penmanship departments; from the science teacher in the high school; each giving a detailed statement of supplies needed for the first and second half years, respectively, or the first, second, and third terms, as the case may require.

This plan will enlist the hearty interest and support of the men who should be the trusted lieutenants of the superintendent and the school board, in all matters essential to the success of the school work.

This will make them feel that they have a responsibility in more lines than that of instruction only, and will make better and stronger assistants. It will also take from the shoulders of the superintendent some of the responsibilities of mere detail. Here, as in other phases of school management, I am convinced that the superintendent should distribute responsibility. Men should be employed as superintendents and as heads of departments because of their ability to perform their respective work. They should be given powers adequate to their responsibilities and should be held accountable for results. Don't let us make machines of superintendents, supervisors, principals or teachers.

## Revision of Lists.

The schedules which have been furnished by the heads of departments should be carefully revised by the superintendent or purchasing agent. Where practical, the men who made lists should be consulted to avoid duplications and to enforce proper economy. As a rule the list should not be sent out for bids as a whole, but should be cut up into separate lists, carefully classified. There should be a list of chemical and botanical supplies, a list of general supplies, as crayons, erasers, pointers, etc.; and so on, covering the whole line of materials needed for the year or half year, as may be determined by the board. These should be carefully discussed with the board or committee of the board and superintendent, in conference, and approved.

## Ask for Bids.

We are now ready to make purchases. How shall it be done? To avoid suspicion of favoritism and to properly economize, there is probably no better plan than to submit all lists for competitive bids. The next question that perplexes the average school board is, "Where ask for bids?" As a rule, it would seem that purchases should be made at home, as far as possible, and yet, there may be exceptions to this rule. "Where to buy," is a question that each board must settle for itself.

In asking for bids the lists should be sent to the firms desiring to file estimates. It should be carefully stated on the form sent to be signed and returned by the bidder:

"That any or all bids may be rejected;

"That the board reserves the right to determine who is lowest bidder, quality being taken into account;

"And, that bids may be considered as a whole or item by item, as shall be most economical to the school authorities."

When all necessary supplies have been received and distributed to the various departments before opening of the schools in the fall, the principals and supervisors should be required to check up all materials sent to their respective departments and verify the bills before these are allowed and paid by the board. The superintendent or distributing agent should then charge to the respective departments the items received and each should be held responsible for their care and proper use.

## Emergency Supplies.

What of articles that have been overlooked or of the supplies required from time to time that cannot be anticipated at the opening of the year? I should say that the same general plan should be followed. Heads of the department should be consulted as to their needs; and, if the amount of supplies needed demands it, bids should be asked. However, I think the superintendent should be given discretionary power in the purchase of small items that are needed in emergencies.

In brief, some such system should be followed and some individual or individuals should be recognized by the board and held responsible for all purchases, however small. In my opinion, it is not wise to make any single member of the board purchasing agent, but rather employ someone as agent of the board, who is not a part of the board, but must report to the body as a whole. In my opinion, the school board should never act as individuals but as a corporate body. If the superintendent is made purchasing agent then nothing, however trivial it be, should be purchased without an order signed by him.

## AMONG BOARDS OF EDUCATION.

Mr. Joseph Packard, president of the Baltimore school board, has resigned his office. Mr. Packard has been a member of the board since 1899. He is succeeded by Mr. Alcaeus Hooper.

The Chicago board of education is considering the advisability of introducing a book of extracts from the Bible into the schools. A book similar to the one now under consideration was introduced in the schools a few years ago. It caused considerable discussion and was finally withdrawn.

The St. Louis school board will establish in the near future several schools for the instruction of children who are mentally deficient.

According to estimates prepared by Supt. Sol-dan, there are about 180 children in the schools who require special instruction which cannot be given in the regular class. For these, special classes will be arranged in two or three buildings at the disposal of the board. It is planned to provide one teacher for every fifteen children, so that personal attention may be given to each one.

The financial flurry which swept over the country during the past month inconvenienced the teachers in some of the larger centers. Many of the teachers experienced difficulty in cashing their pay checks, and at least one school board issued several checks to cover the amount due its employees. The Chicago board gave each of its teachers two checks, representing, respectively, 20 and 80 per cent of the October salary. The smaller checks were cashed by the city treasurer.

Stevens Point, Wis. The school board is considering the advisability of repealing a regulation by which one-half of the October pay of the teachers is withheld. Superintendent of Schools Davis urged that the teachers need the money which they have earned, at this time of the year more than any other.

The board of education is, for good or ill, one of the most potent factors in the city's life. A poor, incompetent or dishonest school board means poor schools. Kept long enough in power, it means incompetent teachers. Given sufficient latitude of public indifference, it finally insures extravagance of administration. No other public body reaches so very close to the heart and center of the public good. The school board is the base of the educational structure and if it be made of bad material, the entire superstructure will sag. — *Dayton Herald*.

Philadelphia, Pa. Supt. Brumbaugh's plan of supplying the city with a course of lectures that might reach every citizen of the community has been abandoned by the board of education. Certain local conditions have placed the school money at a premium. The immediate needs of the schools must supersede the otherwise secondary aims of education.

A stringent rule has been adopted by the New York board of education to prevent its employees from lobbying for or against school legislation. In June the board severely censured the teachers for the methods which they employed to secure the passage of the so-called "equal salary" bill, before the state legislature at Albany. It was shown in the report of the committee that teachers had absented themselves from their schools for periods of time out of all reason. One of the women district superintendents was absent thirty-four days.

The new rule reads: "Absence from duty on the part of the city superintendent of schools, any associate superintendent or district superintendent, or any other member of the supervising or teaching staff, or any member of the board of examiners, or other salaried officer or employe of the board of education, for the purpose of advocating or opposing any legislative or other measure or proposition affecting the public schools or the public school system, before any official or body having jurisdiction in the matter, is prohibited, except by express permission of the board of education or of its president, or, in the absence of the president, of the vice president; and the board of education may cause charges to be preferred against any person violating this provision."

Newark, N. J. It is proposed to extend the privileges of the manual training classes to the children in the parochial schools. Medical inspection is also to be extended to the latter schools, if they desire. The health officials heartily indorse the movement as of general benefit to the city.



# THE AMERICAN School Board Journal

Reg. U. S. Pat. Off.

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School Boards, School Officials and Teachers

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## GOOD WILL OF THE SEASON.

Bruce wishes every reader of the School Board Journal a Merry Christmas and a Happy New Year.

## ANNUAL SCHOOLHOUSE FIRES.

With the coming of the cold season and the consequent use of heating apparatus there is an alarming increase in the number of conflagrations. These are due in some cases to faulty construction, but more often to careless use of stoves and furnaces.

It would seem that the annual loss in a class of buildings like schools should be small. The structures are used proportionately much less than buildings or factories; fires can be kept low at night, and on Saturdays and Sundays; while the construction is usually very substantial.

An attempt was recently made to ascertain approximately the amount of school property lost or destroyed annually by fire. Very incomplete records, based on all reports available, place the damage to school property at about \$10,000,000 per annum. In other words, three hundred schools, ranging in value from \$1,000 to \$100,000, are lost each year through fire.

A disastrous fire in a large theater in one of the largest cities of the country recently awakened the conscience of the nation, and incidentally the conscience of school boards. For the first time in the history of the country the possibility of danger, which few people had felt, was realized.

The educational world was benefited to a certain extent by the occurrence. Immediately fire escapes were placed on school buildings throughout the country, while the fire drill was instituted to accustom pupils to proper conduct in the time of danger. The fire drill is a factor in school life which has come to stay. Its efficiency has been proven time and again. It will never be abandoned until buildings cannot be made to burn under any circumstances whatever. In view of the fact, however, that so-called fireproof buildings occasionally burn as readily as the firetrap, the fire drill should remain, if only to prevent a panic when danger of any kind threatens.

It is an undeniable fact that much has been done to make buildings fireproof. But, are buildings made as fireproof as possible? The answer is no, in nine cases out of ten.

The source of most schoolhouse fires is the heating apparatus. Explosions in the firebox, owing to negligence on the part of the engineer, overheated pipes and carelessness in the disposal of ashes, have caused serious fires in many school buildings. Fire occasioned by

the careless disposal of combustible rubbish, lightning and a few incendiary cases make the list of causes complete.

We believe that the heating and ventilating systems in our schools need more constant and more thorough inspection. The janitors are rarely able to detect and judge conditions which may be dangerous. It would be well if all school buildings above, say, four rooms were fireproofed. The law should at least provide that the room in which boilers and furnaces are located be made proof against local conflagration. Legislation to effect this is most desirable.

## MR. CHANCELLOR'S TROUBLES.

The open war between Dr. Chancellor and the Washington school board, reported on another page of this issue, is to be regretted. Individual members of the board had manifested their opposition to the superintendent for more than a year past, and it was inevitable that a serious rupture would occur.

It does not, however, seem that the board acted wisely or with sufficient cause in bringing formal charges against Mr. Chancellor, looking toward his immediate dismissal. The differences between him and the board do not appear to an impartial observer to have warranted such drastic action.

No school board has the right to dismiss its superintendent unless he is absolutely incompetent or by gross insubordination or illegal conduct deserves removal. The laws governing every school system contain provisions framed to insure permanency of school officers' terms. These provisions have been deemed wise to forestall possible removals growing out of trivial causes.

Mr. Chancellor cannot, with justice, be accused of incompetency or of any act which would warrant his immediate dismissal. He is a leader in his profession and stands in the front rank as a writer and lecturer on educational topics. It may be said that his quick, nervous temperament may have led him to commit certain indiscretions which a man of better poise would have avoided.

Without entering into a further discussion of the incidents which immediately led to the rupture in Washington, it must be said that the results cannot redound to the good of the public school system of the capital. Confusion must necessarily result from an interruption to the working of the administrative machine such as has been caused by Mr. Chancellor's suspension. If the board is successful in its attempt to remove him there must surely follow a feeling of insecurity among the members of the teaching and supervising corps. The board will lose that respect which is due from its subordinates, for there cannot but be a suspicion in the minds of many that perhaps the superintendent has not received fair treatment. If Mr. Chancellor is reinstated, it is questionable whether his usefulness will continue to be what it was before the break.

The situation is deplorable from whatever point it is viewed.

## AN OLD DIFFICULTY.

"Shall the Bible be read in the public schools?" is a question that is agitating the Chicago board of education.

"Shall hymns, in which mention of Christ is made, be sung at the Christmas school cele-

brations?" is a query disturbing New York school circles. Of course, the press is aiding in the discussion, and the war of words is as futile as it is bitter.

The Bible in the public schools is an old problem which has been discussed time and time again and which is no nearer solution now than it was twenty-five years ago.

Not long ago a book of selections from the sacred scriptures was compiled with the approval of the representatives of all the leading religions. It was introduced into the Chicago schools; remained there a short time until some one who did not believe in the Book at all came along and overthrew the labor of months by an application to the courts for a restraining order. Detroit, Grand Rapids and other cities have had similar experiences.

At present the entire agitation is being repeated in Chicago with little promise of progress. The New York board has had under consideration rules forbidding the singing of songs which contain any mention of Christ. If the members of the Jewish faith cannot recognize a deity in Christ, they must admit that he is the greatest teacher of men—a man who has left a deeper impress upon the human race than any other individual or set of individuals. Our public school Christmas celebrations have had only an ennobling effect upon the children and have not injured the faith of any one—Jew or Gentile.

But the school authorities are bound to respect the religious sentiments of all classes, or else eliminate even the semblance of religious bias from the schools entirely. If an adjustment can be reached through which the conscience and feelings of all pupils and parents can be considered, well and good. If such an adjustment cannot be reached then the Bible can only remain in the schools as the first book in literature and history.

## SHOULD KNOW THE LAW.

A few weeks ago the members of a school board in Ohio resigned. In explanation it was given out that the provision of the state laws forbidding members to furnish school supplies was the cause that led the members of the board to their decision. One member had been informed that he would be obliged to pay back the money which he had illegally drawn during the previous year under a contract for hauling children to school.

The members of this board were either ignorant of a plain provision of the general law that no public official shall derive any benefit of his official acts, or they were openly defiant. In either case there was no valid excuse.

One of the first duties of a school board member should be to acquaint himself with the fundamental statutes which govern the schools in his care. Presidents and secretaries of boards, as well as superintendents, should be thoroughly familiar with all the provisions relating to schools, especially those applicable to their own schools.

The school official owes it to himself and to his community to administer the schools in his care according to the letter of the law. He should set an example of obedience in the spirit as well as the letter of the law. There is far too much "misconstruction," non-observance of the laws growing out of ignor-



# A LETTER FROM BRUCE



Milwaukee, Dec. 10, 1907.

To the Reader of Good Literature:

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WM. GEO. BRUCE,

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## THE COMING YEAR

AND

### THE AMERICAN School Board Journal

As indicated by its title, the School Board Journal is devoted to the interests of school boards and other officials in school administrative positions. Emphasis is placed upon those phases of school work to which the school board member, the superintendent and the supervisor should give their chief attention and about which they should be informed. Matters relating to the school room only are treated briefly and in a popular way. Problems relating to the organization and management of the schools, especially on the physical side, are the chief concern of the Journal.

### FOR THE COMING YEAR

the editors have in preparation plans which will mean a better and more helpful periodical. By carefully eliminating the chaff we hope to present to our readers the leading tendencies, improvements and failures in the field of school administration and supervision, school architecture, etc. In all we will be practical, helpful and progressive.

### THE EDITORIAL DEPARTMENT

will continue each month its careful and conservative discussions of school problems.

### CARTOONS

have been a feature of the Journal and have met with approval everywhere. Timely topics will be cartooned, as in the past.

### THE PERSONAL NOTE

has always been an exclusive feature of the Journal, which no other school paper has attempted. Portraits of leading school men will be printed, from month to month, as they come into the educational time-light.

### OF THE REGULAR DEPARTMENTS

none will be discontinued. We hope to supplement several by practical improvements. The following is a partial list:

New School Legislation.  
Late Legal Decisions on the Schools.  
New Rules Adopted for Schools.  
How to Build School Houses.  
Heating and Ventilation.  
School Hygiene and Sanitation.  
Salaries Paid Teachers and School Officials.  
School Finance and Taxation.  
Educational Conventions.

Appointment and Dismissal of Teachers.  
Text Book News.  
Reviews of New Books.  
School Trade Review.  
Directory of Educational Publishers.  
Directory of Leading Text Books.  
Directory of School Supply Dealers.  
Notes on Bookmen, Etc.



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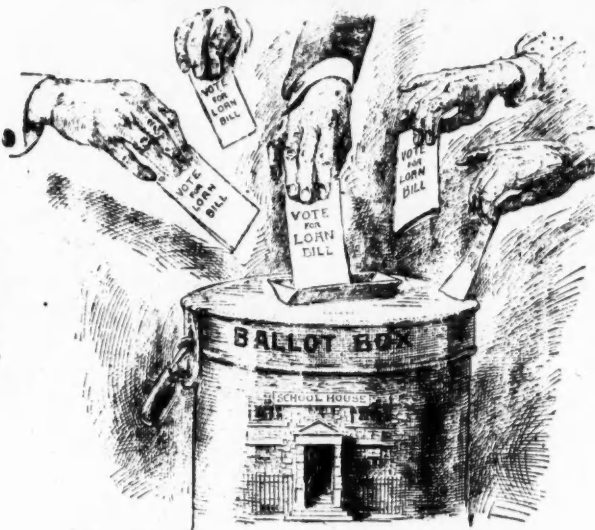


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Dr. Chancellor and the Washington School Board.



The Loan-Bill for the schools is successful at Philadelphia.



Wilder's idea of the results of conferences between principals and parents.

ance. An attitude similar to that of the Ohio board just mentioned is happily infrequent. Where it is found it cannot be condemned too severely.

#### COMMERCIAL EDUCATION.

Schools devoted entirely to commercial education are gaining favor in this country, says an Ohio editor. If the experience of several European nations counts for anything they will become a permanent and important part of the American public school system.

The commercial schools of Italy, Switzerland, Austria, Germany, Belgium and France have all passed through the experimental stage and have become finally established. In Italy and Switzerland the government gives them large subsidies. In a Swiss town of less than 18,000 inhabitants there is a fine commercial school which has 700 pupils, among them about two dozen boys from the United States. In Vienna there are fifteen lower commercial schools and four high schools.

In this branch of education, however, Germany takes the lead. It has four kinds of commercial schools, all under the control of the state. They vary from the primary schools for young boys to commercial universities which are of the high grade of the famous German classical and scientific universities. France has a fine system of commercial schools. England, in a strict sense, has none. But the realization of the need is growing. The invasion of German young men, capable and well

trained, in the business houses of England is having an awakening effect.

The schools of commerce seem to be a necessary outgrowth of the demands of the times. The United States needs them to make its weight count as it should in the trade of the world.

Enthusiasm leads to success.

The luke-warm school board member is like the luke-warm church member. If he were cold he would quit; if hot he would accomplish something.

Education is to teach us how to live, as well as how to make a living.

Some school boards believe that they are economical when they are only parsimonious.

#### Social Centers in Rochester.

Social centers are to be established in the public schools of Rochester, N. Y., similar to those in Boston and New York. A director has been appointed by the school board to take charge of the work. Monday and Wednesday nights the buildings will be open for women and girls; on Tuesday, Thursday and Saturday, for men and boys. Friday night will be devoted to an entertainment for all. Shower baths, gymnasium, reading rooms and game rooms will be opened, and clubs will be organized in the different centers.

President George M. Forbes, in describing the objects of the movement recently, said:

"In the city there is isolation from our nearest neighbors. It is simply impossible for the individual home to provide the means for the activities which young people crave. They crave physical activity, with its competition, its zest, its exhilaration. They crave the quiet games of skill. They crave books suitable to age and taste and education. They crave entertainment which shall give healthful stimulation to their emotional life. They crave the closer associations of those of like age and interest, which makes the gang, the group and the club. In short, people of all ages crave the opportunity of interchange of thought and sympathy, and the inspiration of contact with other lives.

"The social center idea is simply the idea that the community as a whole should make provision for these fundamental social needs. That this social instinct should not be left to satisfy itself at haphazard; that the community, appreciating the tremendous significance of this instinct for the health and prosperity of society, should work out a method of satisfying it in a wholesome and uplifting way.

"The people of the city of Rochester have decided to try to apply this idea in a practical way. Through our representatives in the government of the city provision has been made for a beginning. The idea was suggested by the fact that we have buildings belonging to the people, situated in various quarters of the city, and capable of serving this purpose without interfering with their use as public schools. It is therefore a method by which the people are enabled to get the utmost value out of the buildings."



As a girl she dreamed of becoming a teacher.

She burned the midnight oil studying.

She received diplomas from normal schools and universities.

She received her appointment from the board of Education—

To receive \$60 per month.

IS IT WORTH WHILE?

## DISINFECTING CLASSROOMS.

A simple but effective method for disinfecting schoolrooms has been recommended, recently, by the Texas state health officer, Dr. Brumby. In a circular addressed to school boards he writes: For a room ten feet square and ten feet high (1,000 cubic feet) 6½ ounces potassium permanganate is needed and one pint (16 ounces) of a U. S. P. solution of formaldehyde. In using this method the air of the room should be kept moist and warm. The humidity may be secured by sprinkling the floor or hanging wet sheets around the room. Place the crystals in a tin, agate or iron pail (a galvanized bushel serves well), the capacity of which is over eight times the quantity of the disinfectant used. This large container is necessary on account of the effervescence of the solution, tending toward overflow. The pail containing the crystals should be at the center of the room in a tub or dish pan, with a non-conductor, such as a stove lid or bricks, under it, as considerable heat is given off in the mixing of the chemicals.

It has been recently determined that the gas so liberated is slightly inflammable. The room should be warm and moist, but under no circumstances should the chemicals be mixed and this form of disinfection performed in the presence of a flame or open light or fire. A separate container should be used for each pint of formaldehyde and proportionate amount of permanganate required. It would be well to surround the vessel within which the container is placed, for at least three feet, with some absorptive material, to receive any stray bubbles, thereby protecting the floor or carpet from any possible stains that might result.

In the preparation of the room for such disinfection, it should be sealed with strips of gummed paper or surgeons' adhesive plaster, closing flues, ventilators, chimney places and all visible cracks and crevices about walls, doors and windows.

When the room is properly sealed, pour quickly the solution upon the crystals from a wide mouthed vessel, in order that it may be quickly done, and make a hasty retreat. Carefully seal the door of exit, including the key-hole and crevices about the door-knob, and allow the room to remain closed for at least four hours.

Cheap or inferior formaldehyde is dear at any price. Get the best. The permanganate crystals must be fine needle-shaped crystals, or else they must be powdered. The large octahedral crystals will not answer.

## BUILDING AND FINANCE.

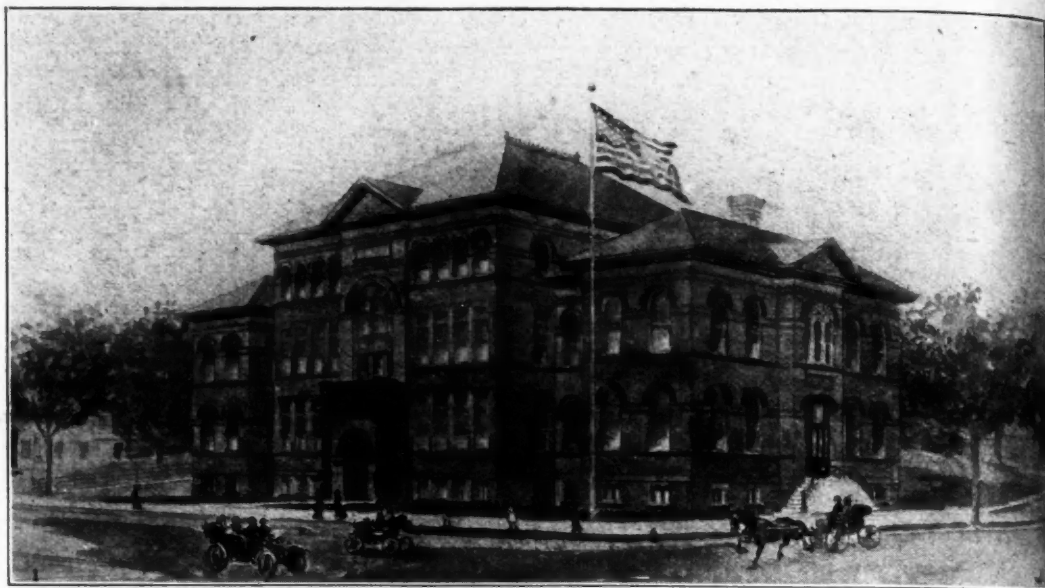
Washington, D. C. Congress will be asked by the district board of education to appropriate next winter about \$4,500,000 for the maintenance of the public schools during the year beginning July 1, 1908. The board last year asked for \$3,273,000, and congress appropriated \$2,242,000.

New York City. Corporate stock for \$9,876,850 has been ordered issued by the board of education for equipment and construction of new schools and additions to school buildings. The finance committee reported that the last dollar had been expended and that it had been necessary to transfer \$1,000,000 from the real estate account to the construction fund.

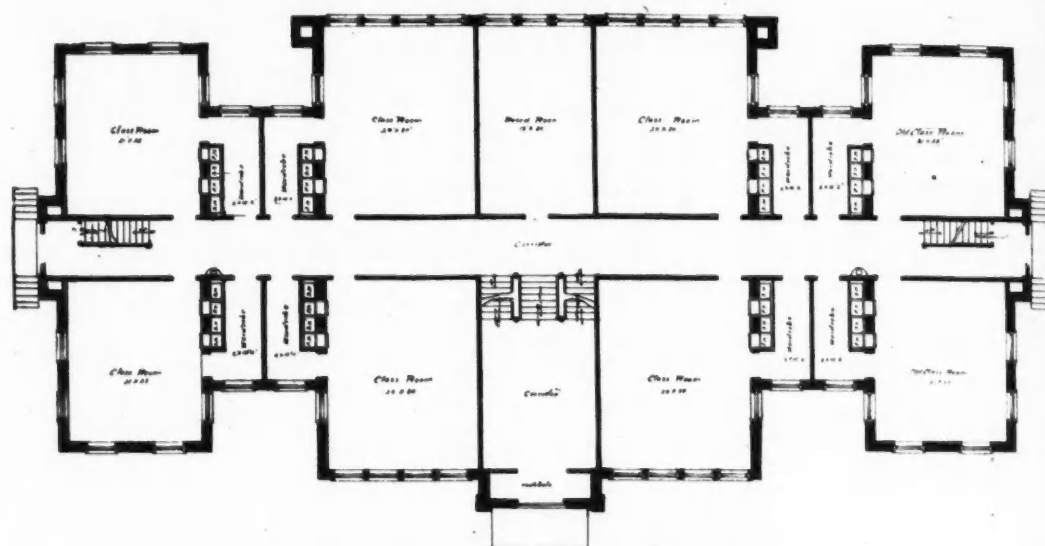
Classrooms to be provided in the different boroughs are as follows:

Manhattan, 220 classrooms, cost \$1,465,000; the Bronx, 186 classrooms, cost \$1,209,000; Brooklyn, 336 rooms, cost \$2,247,000; Queens, 200 rooms, cost \$1,300,000; Richmond, 28, cost \$182,000.

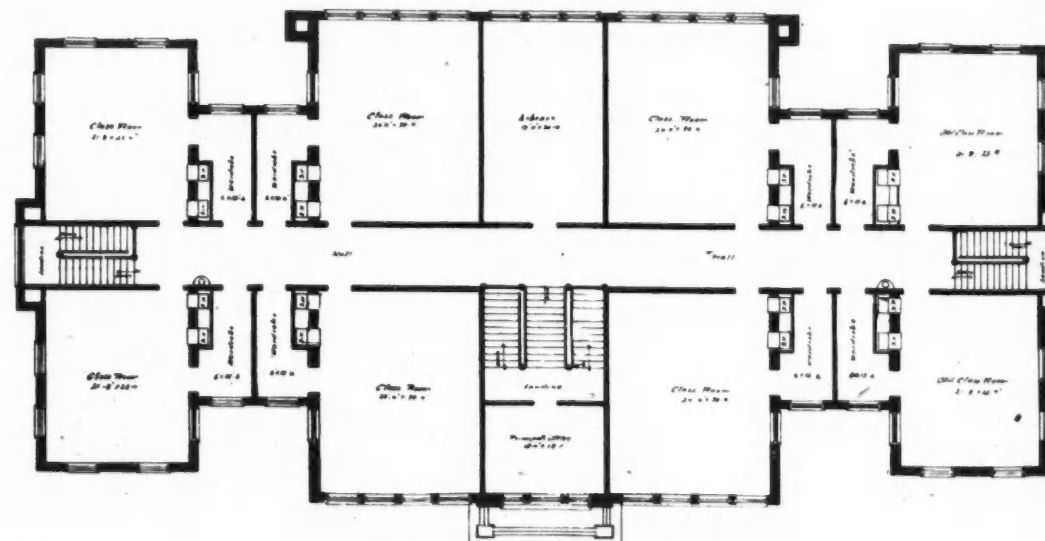
This construction fund is additional to the budget of \$31,000,000 asked by the board for the next fiscal year, making a total of \$41,000,000 for school purposes in the year.



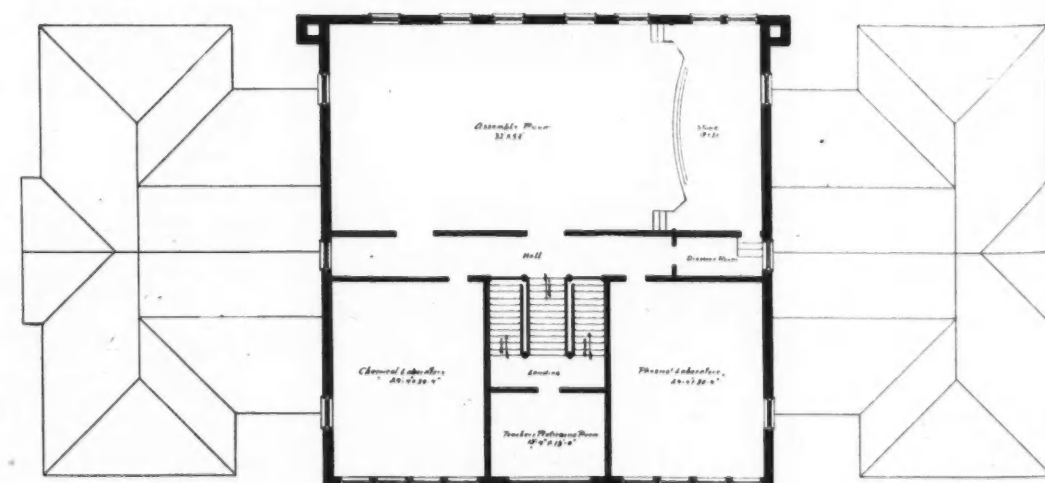
NEW HIGH SCHOOL, DOVER, N. J.  
Mr. J. J. Vreeland, Jr., Architect.



FIRST FLOOR PLAN, DOVER HIGH SCHOOL.



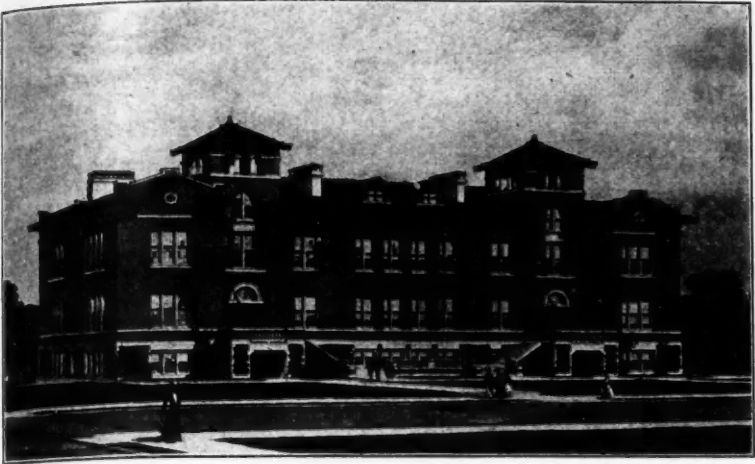
SECOND FLOOR PLAN, DOVER HIGH SCHOOL.



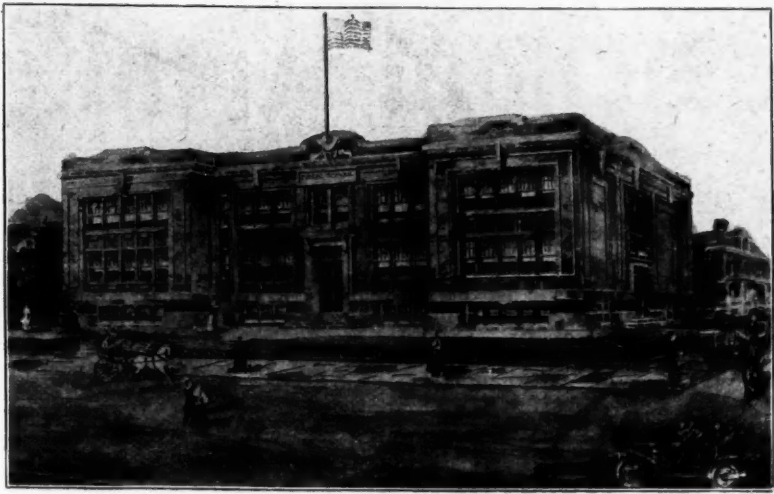
THIRD FLOOR PLAN, DOVER HIGH SCHOOL.

See Basement Plan, page 12.

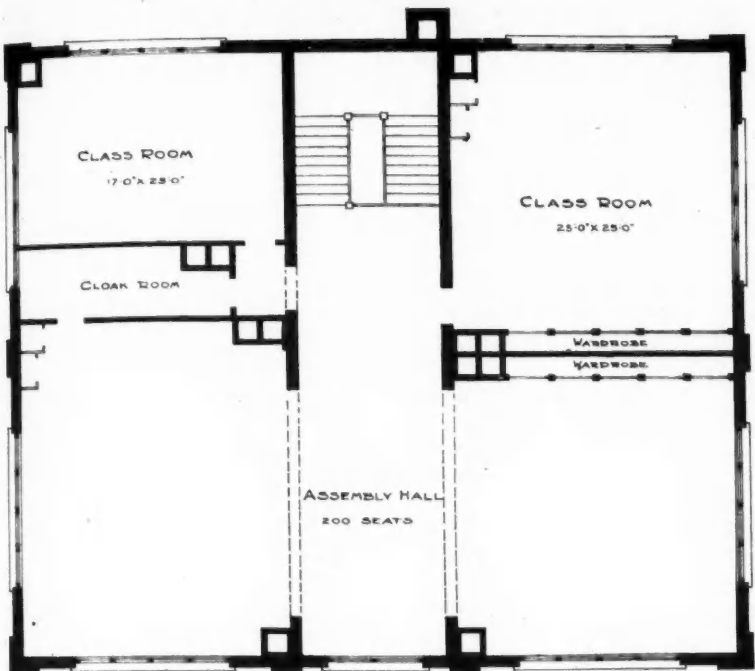




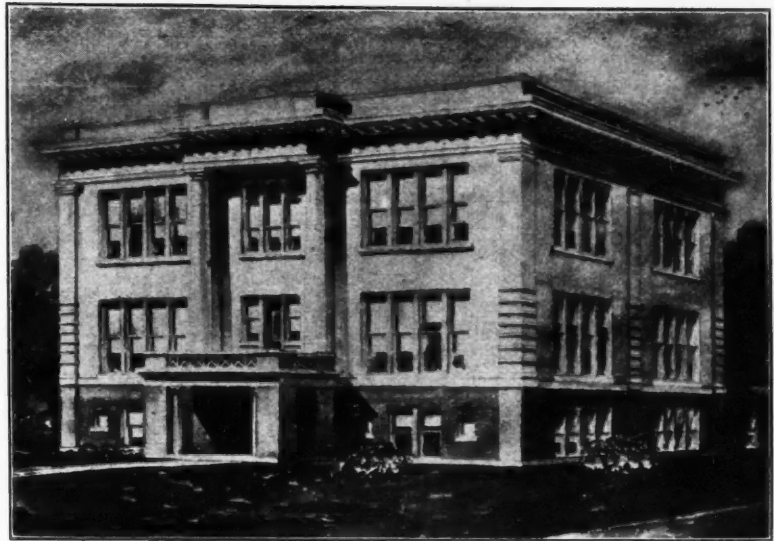
NEW HIGH SCHOOL, PINE BLUFF, ARK  
Geo. R. Mann, Architect.



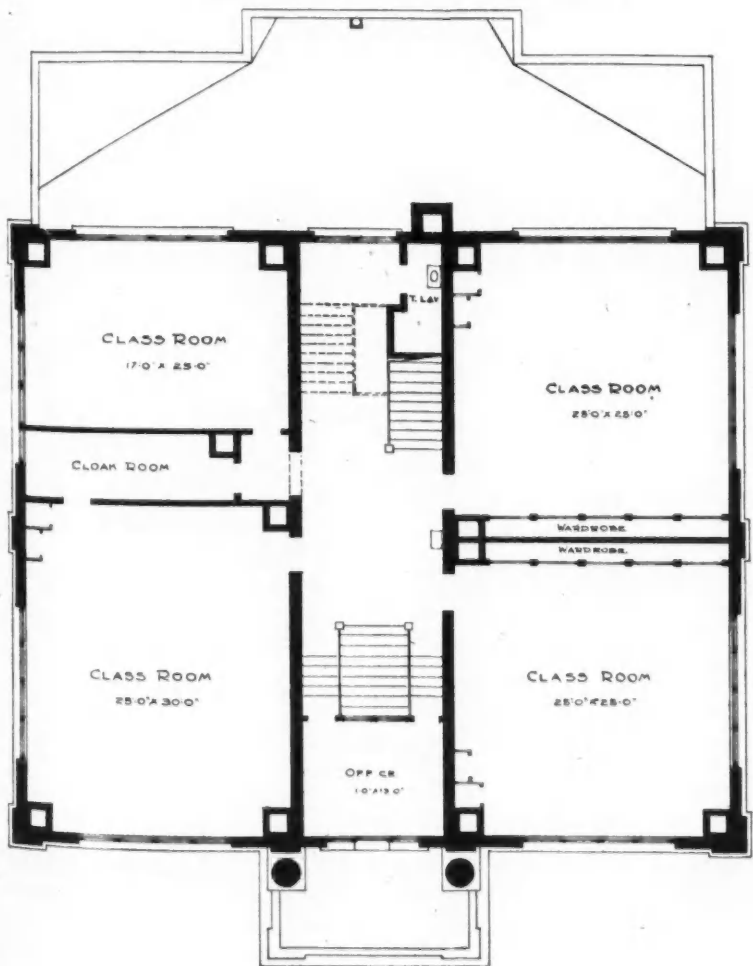
W. F. SLATON SCHOOL, ATLANTA, GA.  
Eugene C. Wachendorf, Architect.



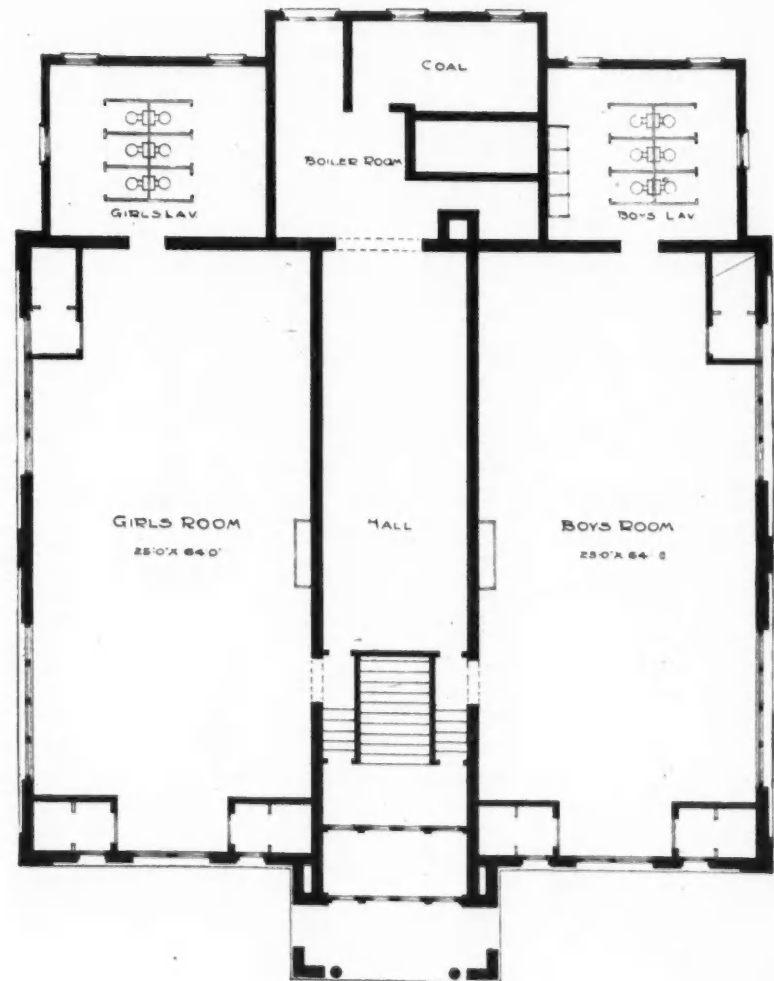
SECOND FLOOR PLAN, HIGHLAND PARK SCHOOL.



NEW SCHOOL, DISTRICT 108, HIGHLAND PARK, ILL.  
J. J. Flanders, Architect, Chicago.



FIRST FLOOR PLAN.



BASEMENT PLAN.

Plans of New School, District 108, Highland Park, Ill.  
J. J. Flanders, Architect, Chicago.

# School Architecture

DESCRIPTIONS OF SCHOOLS ILLUSTRATED.

## HIGH SCHOOL, DOVER, N. J.

The Dover high school is a three-story school building, providing space for study, recitations and research work in one assembly hall, eighteen classrooms and a chemical and physical laboratory. Rooms have also been provided for the board of education, the principal, the teachers and the library.

Within the past few years a law has been enacted in New Jersey making it compulsory to submit all plans for new school buildings to the so-called state board of construction. This body examines in detail all plans and specifications for school buildings, requiring that all new schools conform to certain recognized standards for construction. The fact that the board has approved the plans of the Dover high school warrants one in saying that the lighting, heating and ventilation conform with the best thought of the day. The semi-fireproof construction was also approved by the board.

Mr. J. J. Vreeland, Jr., architect, has designed an original system of heating and ventilation for the building. He guarantees that every room and corridor will be kept at 70 degrees in all kinds of weather; 1,800 cubic feet of fresh air will be supplied each pupil every hour. The building is modern and model in many respects and should make an excellent high school.

## HIGHLAND PARK SCHOOL.

If every architect, in planning a school building, would strive to incorporate in addition to accepted standards some original feature of value, school architecture would constantly advance. Mr. J. J. Flanders, Chicago, in preparing plans for the Highland Park school, District 108, successfully featured the position of the boiler and toilet rooms.

On the assumption that the boiler and the toilet rooms should be separate from and yet joined to the main structure, the plans were prepared. The boiler room was to be separated as a matter of protection, the toilet rooms as a matter of sanitation.

The basement of this school is divided by a long corridor running through from the front to the rear. On either side of the corridor is a play room, one for the boys, the other for the girls. At one end of these play rooms, the rear of the building, the boiler and toilet rooms have been placed. The boiler room forms the central portion of a basement annex, built into the adjoining school yard. (Reference to the floor plans on page 11 will readily show how this idea was executed.) Thus the boiler and toilet rooms have been placed in the building, exterior to the main structure, warm and well lighted, and absolutely secure from fire and the possibility of obnoxious odors.

The school proper is a six-room, primary and grammar school. An assembly hall with 200 seats has been placed on the second floor. The classrooms are 25x25 feet and 25x30 feet in dimensions and can provide for 34 to 42 pupils. But one floor of the building is to be completed at present. Eventually manual training rooms will be installed in the basement.

## PINE BLUFF SCHOOL.

The new high school at Pine Bluff, Ark., is a three-story building designed by Mr. George R. Mann of Little Rock. The basement contains separate lavatories for boys and girls, separate lunchrooms for each, and a large gymnasium with dressing rooms adjoining. In

each dressing room compartment there will be shower baths.

On the first floor there is a large study hall and four classrooms, chemical laboratory and apparatus room, dark room and demonstration rooms. The offices of the superintendent of schools and of the principal are also located on this floor, in the front of the building.

The second floor contains five classrooms, a teachers' room and an auditorium 33x70 feet. Two dressing rooms and a passageway adjoin the auditorium.

The building is designed on the lines of Spanish Mission architecture. The wide, projecting eaves serve a double purpose—protecting the wall from the sun and rain and shading the ventilators under the eaves, from which the fresh air supply for the entire building is taken.

The building is faced with red brick, laid in white mortar; the stone trimmings are white and the roof is covered with red shingle tile.

The heating and ventilating is done by the hot blast fan system. The total cost of the structure is \$90,000, exclusive of furniture.

## BUILDING AND FINANCE.

Dayton, O. Janitors of the public schools will be required to make a thorough test of the heating apparatus of every school building before the advent of cold weather in the future, according to a measure adopted by the board of education. In the past, defects in the heating apparatus have been discovered too late in the season to make repairs in time to prevent at least temporary discomfort. According to the new requirements prescribed by the school board, a complete examination of furnaces and stoves shall be made and a detailed report submitted to the superintendent of buildings before the opening of schools late in the summer.

Marion, O. The janitors have been given a uniform increase of \$5 per month. The lowest paid to any janitor will be \$40.

The Central Ohio Teachers' Association, at its recent convention, recommended by resolution two measures for increasing the school revenues of the state. The resolutions request (a) that all surplusages in county offices be funded and added to county local school funds, to be divided equitably among the several local school corporations of the county.

(b) That the state constitution be amended in such a way as to permit a classification of property for purposes of taxation with a uniform rate upon all subjects of the same class; that no definition as to what constitutes property, or what double taxation or any other detail should be fixed in the constitution of the state, beyond the provision that taxes should be collected and disbursed for the benefit of the public, with strict justice and impartiality to every citizen; that, within these limits, the whole question of revenue shall be assumed by the people, who, through their representative in connection with the advice and assistance of appointed non-partisan commissions, all directly responsible to the people, may devise a system of taxation with authority to revise such system from time to time, as conditions, necessity and experience may suggest.

Duluth, Minn. Except in the town of Gordon, practically every schoolroom in Douglas county has been equipped with a heating and ventilating system, as the result of a systematic campaign begun by County Supt. Young several years ago. Out of a total of about 80 classrooms, more than 50 have been supplied with the necessary apparatus to insure the constant inflow of warmed fresh air.

## Slayton School.

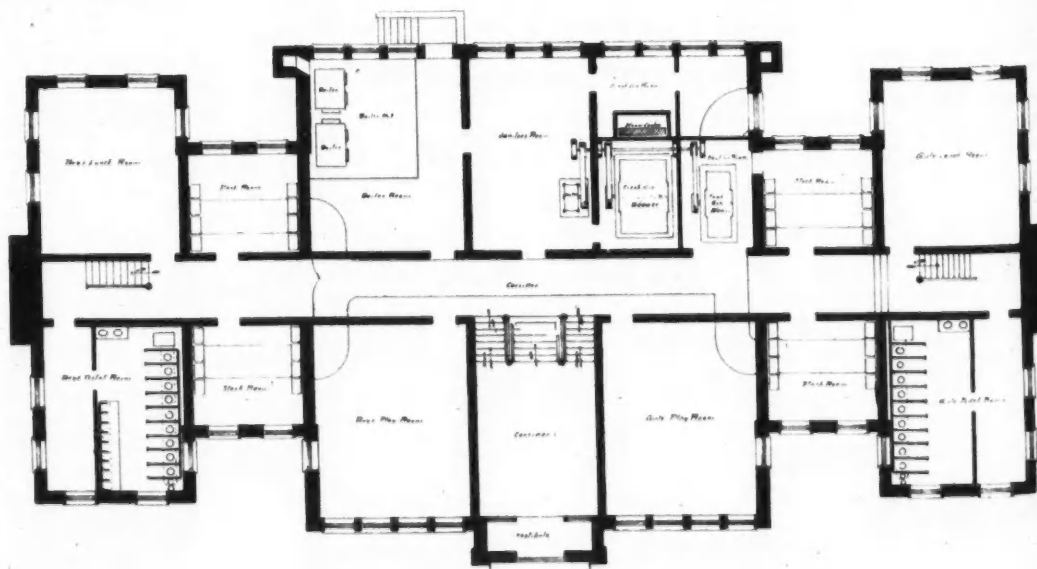
The W. F. Slayton school, illustrated on page 11, is a sixteen-room grade building—the latest and handsomest in Atlanta. It is named after Mr. W. F. Slayton, until recently superintendent of schools.

The structure cost \$40,000 and was designed by Mr. Eugene C. Wachendorff.

## FIREPROOF VS. FIRETRAP.

Meloy & Beckwith, architects, Bridgeport, Conn., must be credited with a unique experiment in schoolhouse construction which will interest school men and architects.

The board of education of Shelton, Conn., recently requested Messrs. Meloy & Beckwith to draw plans and call for estimates on a modern eight-room school building. After the plans had been drawn the architects, instead of calling for only one set of estimates, called for estimates on both fireproof and the ordinary wooden construction. After all the figures had been received and placed in comparison, it was shown that the building could be erected more cheaply as a fireproof structure. If school people would make a concentrated effort to establish the fact that fireproof buildings can be erected more cheaply than firetrap buildings they would follow an excellent lead made by the architects of the Shelton school.



BASEMENT PLAN, NEW HIGH SCHOOL, DOVER, N. J.  
J. J. Vreeland, Jr., Architect.

# Sch

## INDIANA

The Indiana boards held in Indianapolis, November 1, the Claypool School Board, presided by the chair.

The first session of the superintendent Richey, the "Teachers' College" law provides teachers and carefully worked out by the school corporation in actual practice of the board secretary.

## Disregard

"There has to be a fact they are at opportunity School board conditions are filled without ever, when would be a have the test sure that if the ten right man contracts at doubt many here have resignation ing of school

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# School Boards in Convention.

## INDIANA SCHOOL BOARDS MEET.

The Indiana state association of school boards held its annual convention at Indianapolis, November 7 and 8, in the parlors of the Claypool hotel. Mr. W. M. Caylor of Noblesville, president of the organization, occupied the chair.

The first session was a joint meeting with the superintendents of the state. Mr. Will S. Richey, the opening speaker, read a paper on "Teachers' Contracts." He urged that as the law provides for a uniform contract between teachers and trustees, a uniform blank, simple, carefully worded and efficient, should be prepared by the state superintendent of instruction. This blank should be accepted by all school corporations of the state and should, in actual practice, be signed by all members of the board, or at least by the president and secretary.

### Disregard of Teachers' Contracts.

"There has seemed," continued Mr. Richey, "to be a feeling among many teachers that they are at liberty to annul a contract, if an opportunity affords a better paying situation. School boards usually release a teacher, if conditions are such that the vacancy can be filled without trouble. There are times, however, when this cannot be done, and when it would be a serious injury to the school to have the teacher leave on short notice. I am sure that most boards would grant a release, if the teacher would approach them in the right manner. Too often these violations of contracts are but the whim of the teacher. No doubt many of the school boards represented here have been troubled and annoyed by the resignation of teachers just before the opening of schools or during the school term.

"There is another class of teachers, however, whose verbal contract is as binding to them as a written contract, with a bond, would be. This class of teachers can find no fault with any just remedy or regulation that would tend to make contracts more binding, or that would inflict a reasonable penalty on those guilty of violating contracts.

"In my experience as a member of the school board of my own city, many cases have come under my observation in both classes. We have had teachers under written contracts, who have given us but a few days' notice of their intention to resign, and take other employment. We have had teachers resign within a few days of the opening of school, seriously disturbing the organization of the school work. When this happens, it is hard to find a good teacher out of employment.

"As a contrast to this, I recall the election of a young lady to our corps, who had taught the previous year in a rural district. She had made no written contract with the trustee, except for one year school, but he claimed she had promised to teach the same school for another year, if he so wished. The teacher reported to our board that she could not sign a contract with us, unless she could secure the consent of the trustee to release her from the verbal obligation. This he refused to do, unless she could present a statement signed by a majority of the district, recommending her release. After much persuasion on her part, she succeeded in getting a majority of the patrons to sign."

### Difficulties in Enforcing Contracts.

Mr. Richey showed that the laws of the state make contracts more binding upon the

school authorities than upon the teachers. A school board cannot remove a teacher, except for incompetency or immorality. "Should they do so, the teacher can recover the full amount of the contract by process of law. The abandonment of a school does not annul the teacher's contract. Nor can a school corporation, without cause, revoke a contract before the commencement of the term of such employment or service specified in the contract, even under a provision in the contract to the effect that such employment is subject to the right of the trustee or school board to remove the teacher after any specified length of time.

"In the school laws of Indiana, as compiled by the state superintendent, I find a note which reads as follows: 'The relation existing between trustees and teachers is based on a contract, and a teacher cannot resign and escape liability without the consent of the trustee. To abandon his school without such consent, gives the trustee a claim against him for damages actually sustained by the school in consequence thereof.' While this covers all that would seem necessary to the proper enforcement of a contract, yet, I have been unable to find a specific statute or part thereof, that places a liability on the teacher, except the common law of contracts. The actual damage sustained by the school corporation by the resignation of the teacher is difficult to determine, and, in most cases, cannot be measured from a money standpoint. Even though there were a material damage, the school corporation can hardly afford to resort to the courts for satisfaction in such cases. The annoyance and interruption of the school in consequence of such changes, is a damage to the pupil. The school authorities may not be able to secure the services of a competent teacher immediately and must then accept the services of an inferior teacher.

### Contracts Favor Teachers.

"Again, it seems that the law is very explicit in fixing the liability of the school corporation. There is no way it can escape the liability, so long as the teacher keeps his part of the contract. The records of a school board, showing the election of a teacher in due form, have been considered by the courts sufficient to hold the school corporation in its liability to the teacher for the term of employment. The corporation is also liable to the teacher when it has contracted with him for a certain period, should the school be dismissed on account of an epidemic before the expiration of the contract. With everything regarding contracts seemingly in favor of the teacher, too many teachers of the state have taken the liberty to cancel their contracts at will, and take employment elsewhere. In fact, I have had teachers say to me, that they thought it right to resign at any time if they had the opportunity to get more money.

### The Proselyting Superintendent.

"There is another phase of this question that it might be well to mention here. It seems that certain school authorities and superintendents have no hesitancy in trying to hire a good teacher away from another school at any time. I think there is a certain courtesy due from one school corporation to another in this regard. The superintendent should first consult with the corporation employing a teacher desired, and see if the teacher's release can be effected without any serious inconvenience. In case the teacher cannot be

released no overtures or offers should be made. The proselyting of certain superintendents is hardly fair. We have had a superintendent of a neighboring school call by telephone and make an effort to secure the services of one of our best teachers during the school term. This practice only tends to encourage teachers to violate their contracts and should be suppressed in some manner."

### Remedies Suggested.

Mr. Richey urged as a remedy an amendment to the school laws providing for six-months or twelve-months suspension of the licenses of teachers who fail to carry out their contracts. This would not interfere with mutual cancellations of contracts and would tend to make teachers realize that the faithful performance of a contract is a sacred obligation. Teachers do not seem to realize the seriousness of the obligations they have in performing contracts. "The teacher who considers his profession and contract from a financial standpoint only," continued Mr. Richey, "is placing himself in the wrong way for advancement. Without a proper devotion to his profession, he can never attain that position which commends him to school authorities seeking the services of a first class teacher.

"Two great forces in molding the future of our youth are the mother and the teacher. There is more in school work than the mere teaching the pupil his arithmetic, grammar and other studies. His very life and future is often made by the early impressions obtained from the school teacher.

### Should Appreciate Position.

"When the teachers have a higher appreciation of their position and a laudable ambition to rise higher in their profession, there will be less complaint about breaking contracts, and it will be easier for them to secure such professional recognition as they deserve. Those teachers who have shown a proper devotion to their profession, and have striven for a higher proficiency, will be in such demand that their services will be sought by school authorities at good salaries.

"Teachers have had a just recognition of their services by the enactment of laws increasing their salaries, according to proficiency and professional training. Now let the same authority safeguard the contracts, from the school board's standpoint, so that when a contract is signed, it will be carried out to the letter. Let the teachers themselves give more serious thought to the obligations assumed in signing a contract. The business-like way in which they can comply with its provisions will have much to do with the proper recognition from the public."

The second speaker was Mr. Thomas T. Moore, whose address on "High School Fraternities" will be found on page 3 of this issue.

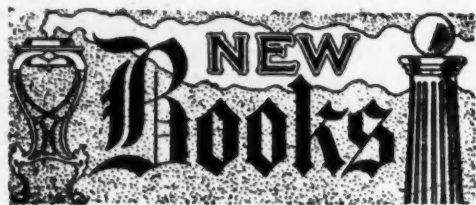
### Indigent Pupils.

"How to Provide for Indigent Pupils" was the question that was most discussed at the morning session of the association. A short talk by Joseph G. Ibach, of the Hammond board of education, precipitated the discussion in which C. A. Prosser, of New Albany, won applause for his advocacy of methods that would prevent the tendency to pauperize children of poor families.

The following new officers were elected: W. M. Caylor, Noblesville, president; F. A. Walker, Anderson, secretary; and F. V. Mills, Decatur, treasurer. The convention then adjourned.

Mr. Robert Foresman, who has had charge of the music department of Silver, Burdett & Co. for several years past, has severed his connection with the firm. What Mr. Foresman's plans are for the future is not known.





### Stories to Tell to Children.

By Sara Cone Bryant. 243 pages. Price, \$1.00, net, postpaid. Houghton, Mifflin & Co., Chicago, New York, Boston.

This book consists of a collection of stories, fifty in number, appropriate for telling to children between the ages of four and twelve. The character of the stories is varied, but all of them are charming and instructive, and many are, in the language of children, "funny." Miss Bryant has drawn for material from many sources rarely available to teachers and has improvised a large proportion of the tales herself. Most of the stories have been used successfully in the classroom.

This book is, in a sense, complementary to Miss Bryant's former book, "How to Tell Stories to Children." The introduction consists of suggestions as to story tellers' methods which are largely supplementary to the principles laid down in the first book.

### Pupil Self-Government.

Its theory and practice. By Bernard Cronson, Pd. D., principal public school 3, Manhattan, N. Y., author of "Graded Lessons in Punctuation," "Methods in Elementary School Studies," etc. 107 pages. Price, \$.90, net. The Macmillan Company, New York.

Much has been said and written recently on pupil self-government in the public schools. It has been tried with varying success in different cities, and in different schools in the same cities. Mr. Bernard Cronson, principal of public school 3, New York City, here presents the theory and the practice, and it makes interesting reading. The writer asks for a deeper investigation into the nature of pupil self-government in schools, its conditions, limitations and powers. He claims that it is a concrete embodiment of a psychological truth which may be converted into a useful agent in the moral training of children. Chapter V—Development of the Scheme, and Chapter VI—The Scheme in Operation, certainly make most interesting reading.

### The Elements of Mechanics.

A text-book for colleges and technical schools. By W. S. Franklin and Barry Macnutt. 278 pages. Price, \$1.50, net. The Macmillan Company, New York.

One difficulty in the teaching of mechanics is that the natural sense of most men is incapable, without stimulation, of supplying the materials upon which the logical structure of the science is intended to operate. The authors of this book consider that the most important function of the teacher of mechanics is to build the logical and mechanical structure of the science; the logical structure mainly by lecture and recitation work, including a great deal of practice in numerical calculation, and the mechanical structure of the science, mainly by laboratory work. They believe that these two aspects of mechanical study should run along together. The text-book here presented is intended as a basis for the work of the classroom. The various chapters treat of the measurement of length, angle, mass and time, physical arithmetic, simple statics, translatory motion, friction, work and energy, rotary motion, elasticity (statics), hydrostatics, hydraulics, wave motion and oscillatory motion. There is a good subject index.

### Quentin Durward.

Edited with introduction, notes and glossary

by W. Murison, M. A., senior English master, Aberdeen grammar school. Cloth, 562 pages; price, 60 cents. G. P. Putnam's Sons, New York.

This book is the latest addition to the "Pitt Press" series of literature issued by the Cambridge University Press of London and published in this country by G. P. Putnam's Sons. The text is a careful reproduction of the latest authentic edition. Scott's original introduction and notes are printed with additional explanatory matter suited especially for students. The editor's introduction is a careful study of the literary value of the book, and includes Scott's life and an estimate of his position as a novelist. A glossary of French and old English terms serves to make all of the references intelligible. The presswork, paper and binding are excellent.

### Life of Lincoln for Boys.

By Frances Campbell Sparhawk, author of "Honor Dalton," "Polly Blatchley." 328 pages. Price, 75 cents. Thos. Y. Crowell & Co., New York.

This book ought to be very popular with boys. It must be admitted that history, and especially history of our own country, is a much neglected study. Any book, fairly accurate, that gives a succinct account of an historical character, or an historical event, should be welcomed. The greater the welcome should be when, as in this case, the history is carefully adapted to the comprehension of the young.

"If Abraham Lincoln," says the author, "had been born anywhere, and at any time, he must have been great. But only in America could he have reached the place he did and done the great work for which we are thankful to him. But he is 'the great American' in a deeper sense than that he was born and did his wonderful work in this land. He is the highest example the world has seen, and perhaps ever will see, of what America means and wants to be. For the American republic in its ideal is the highest form of government in the world and requires the highest kind of man to carry it out perfectly, and this Lincoln was. \* \* \* To have been born in a log cabin and to have risen to be president of one of the greatest countries of the world is much; yet other men also have risen from humble birth to great power. But no man who has so risen has used his power as Lincoln did; and no man not born on a throne has ever freed four millions of human beings, as Lincoln did. And all the while that he fought the confederacy in the South, he led and guided the people in the North, persuading, convincing, as no other man could do."

Boys will do well to study this book carefully.

### Pitman's Spanish Commercial Correspondence.

By R. D. Monteverde, B. A., recognized teacher of the Spanish Royal Academy, Madrid, etc. 267 pages. Price, \$1.00. Sir Isaac Pitman & Sons, London.

This book consists of a collection of English letters translated into Spanish for the use of students having only a rudimentary knowledge of the latter language. Clearness and simplicity have especially been aimed at in the letters, which cover practically every branch of business as well as transactions common to all lines.

The second part of the book contains information on Spanish business methods.

### How to Invest Your Savings.

By Isaac F. Marcossin. Reprinted from the Saturday Evening Post. Illuminated boards, 120 pages. Price, \$.50. Henry Altamus Company, Philadelphia.

The purpose of this little book is to present

facts which will aid the small investor to steer clear of the pitfalls dug by unscrupulous promoters, and place his savings where they will bring safe and generous returns. The different classes of bonds and stocks, mortgages and other popular forms of investment are explained. The book contains much valuable information.

### Selections from Newman.

Prose and Poetry. Edited by Maurice Francis Egan. Cloth, 327 pages; price, 40 cents; paper, 30 cents. Houghton, Mifflin & Company, Boston, New York, Chicago.

A welcome book this should be, in that it places within the reach of the student of literature selections from the writings of an English stylist of the highest rank. The intense religious and apologetic character of the great mass of Cardinal Newman's works discourages many from studying his writings, even though he is recognized as a master, who combines depth of learning with beauty and strength and simplicity of style that is classic. The selections in the present volume are especially suited for high school and college use. The poetry includes "Lead, Kindly Light," and several short lyrics, while the prose, which takes up the major portion of the book, consists of extracts from his longer writings. These are chosen with the twofold purpose of illustrating Newman's style in the various forms of discourse and at the same time presenting his highest ideals and his best thoughts. The introduction is happy; the notes and bibliography show considerable care.

### Fourth Reader.

The Language Readers. By Joseph H. Wade, Manhattan, New York City. 12mo. Cloth. 304 pages. Illustrated. List price, 60 cents; mailing price, 70 cents. Ginn & Co., New York, Boston, Chicago.

Today is the heir of yesterday. In literature, as in science, it is wise to use the conclusions of the past; to select and study what the common voice of knowledge and experience has pronounced the best. The compilers of this one of a series of language readers have been guided by this standard. Legends, folk stories of different nations, fairy stories from Hans Christian Andersen, express the human interest so dear to the child's mind. An account of Paul Jones' famous victory, poems like "America," "The Blue and the Gray," "Old Ironsides," "Concord Hymn," will arouse a spirit of loyalty and patriotism. A special incident is more than once used to vitalize a general truth in nature or in life. Thus, a short article on earthquakes and volcanoes is followed by a description of the experiences of a father and son in the San Francisco earthquake in 1906. Sometimes a poem supplements a prose article; as, the poem "Independence Bell" follows an article on the signing of the declaration. Adaptations from selections by writers of note appear on these pages. Good in themselves, they may open hitherto closed doors. All the poetry is fine in thought and form. If it were memorized, it would be a valuable possession.

A phonic chart, a defining vocabulary, biographical sketches of the authors from whose writings selections have been made, form excellent aids.

### Selections from Byron.

Edited by Samuel M. Tucker, professor of English language and literature, Florida Female College, Tallahassee, Fla. 16mo. Cloth. mailing price, 30 cents. Ginn & Co., Boston.

In the choice of selections for this book, "The Prisoner of Chillon" and "Mazeppa" were naturally of the first consideration on account of their position among the college entrance requirements. Other poems which may be found

(Concluded on Page 24).

# THE

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# THE BOOKMAN AND HIS HOUSE

By WM. GEO. BRUCE

There is no phase in commercial life so conducive to desirable results as the satisfactory relation between the salesman and his employer. There is no policy which the educational publisher may outline in the conduct of his business which is worthy of greater consideration than that which relates to the bookman, his attitude towards him, his treatment of him, his regard for him.

This relation between the publisher and the agent cannot consistently be that of the ship captain to his crew or the railroad section foreman to his laborers. It must assume a more intelligent, a more considerate, a more advanced form. The salesman is a higher type of man who is susceptible to the courtesies and finer relations of life and consequently more deeply conscious of the duties that he owes to himself and his house. He either deserves encouragement and intelligent treatment or else he does not. In the latter case he no longer deserves to be a representative. If he is not imbued with the spirit of advancement, with a high sense of duty and with absolute loyalty to his firm, his usefulness is at an end.

But, in this discussion we are not dealing with that class. We are dealing with the conscientious, industrious and painstaking bookman who possesses the elements that make for a successful business career.

## The Essence of Agency Work.

The employer or manager who would direct a body of bookmen must first of all know what constitutes progressive agency work. He must have a grasp of the conditions which apply to the field in which he is engaged, he must understand the peculiarities and the difficulties which the commercial warrior meets in the conflict of trade, he must finally appreciate the human side as well as the psychology which enters in the consummation of a bargain.

What then are the elements which enter into successful agency work? A knowledge of the books to be adopted—to be sure. A familiarity with prices and the conditions of the educational market—unquestionably. But, modern agency work means more. It involves all the elements which make for progress in the commercial field.

Tact, judgment, skill and address are the powerful ingredients that come into play. It is a parley and maneuver between mind and mind, offensive and defensive, advance and retreat, reason and persuasion. It is an art as well as a science—the art of presentation, the science of conviction. All are applied in the effort of effecting a sale that shall prove satisfactory to the school authorities, and prove creditable to the bookman and to his firm.

The first requisite, aside from a thorough knowledge of the business in which he is engaged, unquestionably consists of tact—tact in approaching his school people, tact in the various dealings that may follow. This necessitates a knowledge of human nature, its oddities and peculiarities. It also fixes the intellectual standard of the bookman.

This standard is more definitely fixed in the display of judgment. It may here follow in an academic discussion that tact is the child of judgment, but there is an expression of judgment aside from tact which decides a business question. The bookman who is miles away from his chief must frequently decide a question purely upon the basis of sound business judgment.

Skill follows as an element of efficiency and applies not only in the manner of presenting books, but also in lending a favorable atmosphere to the conditions which surround the adoption. A pleasing address is the result of inherent breeding, of education and of training.

## The Publisher as an Employer.

While the success of a house rests largely upon the ability and the fidelity of the man who goes out to sell goods, it depends in a larger measure upon the employer or manager who directs these commercial missionaries.

I took dinner one day with two gentlemen of refinement and culture, both college bred men who bore a most friendly feeling for one another. One was the head of a large publishing house, the other one of his bookmen, but there was not the slightest evidence in the manner of the two men to indicate which was the employer and which was the employee. There was a delightful candor, and a social atmosphere which was most refreshing.

The reason for this pleasant social relation which never violated, but greatly stimulated the business relation which existed between these two men, was entirely due to a high degree of intelligence and that very tact and judgment which both must employ in their several business capacities.

Many a merchant has lost the services of a good salesman because he dealt injudiciously with him. Many a good salesman has been discouraged into a poor one by the nagging of an inconsiderate employer. Many a poor bookman could have been trained into a fair one, a fair bookman into a good one, a good bookman into an excellent one.

The publisher or manager must employ the same methods in stimulating his agents to loyalty and effort that the agent must employ to gain or hold his adoptions. He must give encouragement where such is needed, he must arouse enthusiasm where such is wanting, he must excite greater activity where such is required.

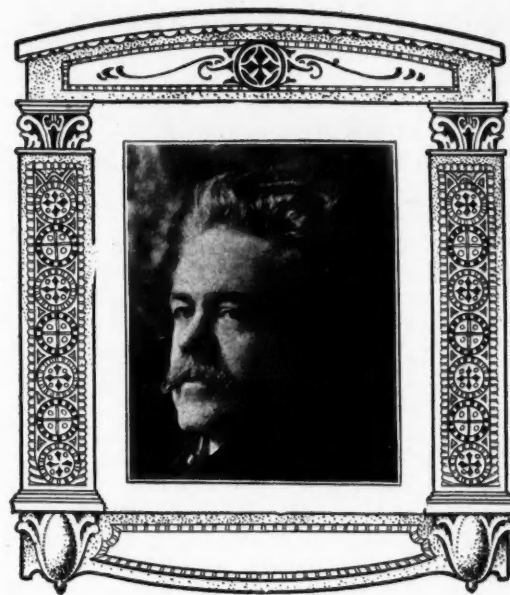
There is, of course, a business bargain between the agent and his employer. The one pays a salary and the other receives it. But, there is more than the mere financial consideration between the factors that go to make up a satisfactory relation between the two. The bookman is human; he is susceptible to appreciation, he will utilize friendly counsel, he will accept criticism if extended in the right manner and spirit.

## Relation Between Bookman and Publisher.

It only reasonably follows that the publisher or manager who has any number of agents under his direction must be a broad minded executive. He must have a comprehensive and well defined understanding of the relation he bears to the operations of the house and his own responsibility for its success.

This necessarily implies an appreciation of the relation he bears to the several factors that make up the personnel of the whole. To guide those under him in a manner so as to attain the highest degree of efficiency, to stimulate enthusiasm, loyalty and activity all along the line, is within the province of executive power and ability.

The relation between publisher and agent cannot, in the nature of things, be exactly the same in every instance. The diversity of temperament, of intellectuality and of breeding,



MR. WILLIAM S. MACK,  
who recently retired as Western Manager of the  
Prang Educational Company.

between the two, may exclude the most agreeable relation, but an adjustment is never an excluded or an impossible fact.

The element of courtesy and of kindly cooperation are always useful; the relation between man and man is always capable of such adjustment as will enlist the good will of one for the other; of a spur that will arouse both the better effort in the direction of the ends to be achieved.

Thus, in the last analysis there is much between the publisher and his commercial agents, aside from a black on white agreement, that goes to make for the progress and growth of both; much that will make the path smoother for both and make the means to an end more effective and at the same time reach the end more promptly, more efficiently and more satisfactorily. One must have the respect, confidence and good will of the other in order to insure the best effort on the part of both—in furtherance of the prestige, solidity and success of the publishing house under whose banner they are devoting their lives.

## AMONG BOOKMEN.

Mr. Fred. A. Tenney, general manager of the educational department of the Macmillan Company, is spending a month in Texas and the Southwest, in the interest of his company.

Mr. W. B. Owen has represented Ginn & Co. for nearly fourteen years and now has charge of the Eastern Missouri territory. Mr. Owen resided at Jacksonville, Ill., until recently, but is now permanently located in St. Louis.

Mr. C. T. McCoy, who represents the American Book Company in Southeastern Ohio, makes his headquarters at Lancaster. Mr. McCoy finds the situation unusually quiet in book circles.

Mr. R. W. Kittrell has represented the American Book Company in the state of Ohio for fifteen years. He is now located in Columbus and has his office in the American Savings Bank building.

Mr. John C. Sheets, at one time a member of Van Antwerp, Bragg & Co., now the American Book Company, died October 18th, at Miami, Fla.

Mr. Sheets was for many years a resident of Cincinnati and retired from active participation in the firm with which he was identified about twenty years ago. He was, at the time of his decease, eighty-two years old.

Mr. J. N. Tankersley, formerly superintendent of the Jefferson City schools, represents the Macmillan Company in Missouri.



## THE SCHOOL BOARD AND THE PEOPLE.

By Edward Anderson.

"The relations of the school board to the citizens on the one hand, and to the schools on the other, are too little studied; too little understood by the general public. After all has been said concerning the responsibility of the teachers composing the faculty of our schools, it still remains true that the school board is responsible for their efficiency and highest usefulness.

"We need not challenge the oft-made declaration, 'As the teacher is, so is the school,' but we can affirm that sooner or later 'As the school board is, so is the teacher.'

"To be a member of a school board, therefore, is to hold a position of honor and trust of much more than ordinary importance, and there is imposed upon the members a duty, the faithful discharge of which requires preparation, sound judgment and absolutely impartial non-partisan action at all times. The question is often asked, 'Why is a position on the school board so eagerly sought by so many persons?' but no answer given to it has as yet attracted favorable comment. The desire of so many to serve the public in this capacity is not easily accounted for.

## Applicants Who Press Claims.

"The well informed, those truly capable of rendering the most efficient service, as a rule do not, in other matters at least, press themselves to the front. One can but inquire whether the applicant has in mind the welfare of the schools rather than his own advantage, and if it be the former, why he deems himself so highly qualified, so superior to other applicants, that he is justified not only in pressing his own claims, but in bringing to bear upon the authorities the influence of friends, of party machinery and of various and sometimes doubtful kinds of service to secure the appointment.

"In order to understand somewhat better the meaning of the above question, a brief review of the duties of the members is not out of place.

"The schools of any city form its most cherished institutions, and to maintain them at the point of highest efficiency is the duty of the school board.

## What Board Should Do.

"So much it owes to the public, so much it owes to the children for whose good the institution was created, and so much it owes to the state for whose citizenship it is responsible. How is the real object attained?

"1. Liberal provision must be made for suitable sittings and proper equipment, so that each child shall enjoy the privileges conferred by the law.

"2. A well arranged, well balanced course of study must be planned and fully executed. Too little attention is given this important matter by members of school boards generally. It will not do for members to say, 'we leave that to the superintendent.' No one is capable of serving on the board who cannot confer intelligently with the superintendent upon this important subject.

"3. The best available talent for the work of instruction should be secured, and in selecting teachers every consideration save that of merit should be rightly excluded.

"4. The right of teachers to hold their positions until they have shown themselves incompetent as instructors or unworthy as individuals should never under any circumstances be denied them.

"5. The board members should treat not only with fairness and justice all teachers, but should always offer them kindly and generous encouragement.

## Teachers and Board Co-operate.

"6. The superintendent and teachers together, constituting the faculty of the schools, should not have reason to believe that they are regarded as mere 'hiredlings' of the board, but that rather as a body they are co-operating with the school board in carrying out the aims and purposes of popular education.

"The above points will not be contested by any one and in view of them we are again led to inquire why so many deem themselves the most competent to accomplish this undertaking?

"In these remarks I have in mind a general and not a local condition. The state of affairs in many city systems of public instruction is well known to be highly censurable. Neither the members of the board nor our citizens are ignorant of the fact that this is a subject of inquiry and of controversy in many cities today, and that there are certain tendencies which create not altogether needless alarm in the minds of the friends of the public school.

"In some cities there is a doubt amounting to almost a certainty as to whether members secure their appointment alone because they have demonstrated eminent fitness, and have shown that no personal or ulterior motives actuate them.

## Interest in Text-Books.

"It has been asserted, too, that some members are much more interested in the adoption of certain text-books than in the study of the curriculum; that in this respect no reasonable ground for their zeal has been apparent, nor have results always justified their anxiety, a state of mind that has more than once led the members to disregard, to ignore the opinion of the superintendent, and has subjected teachers to unpleasant pressure for favorable opinion. These things have been charged against members of many boards, perhaps unwarrantably, but not without exciting a feeling of distrust.

"A real danger that actually menaces the usefulness of public schools is the attempt in some places to make the board a factor in the party machinery; the appointment, actions, votes and purposes of the members being subservient to the wishes of the party 'boss.'

## Boards Should Be Non-Partisan.

"The school board should be non-partisan, absolutely, and its members should be selected without reference to party affiliations. If this be controverted will someone explain why, in making appointments, party loyalty should be considered? Will the mere fact that a man voted with the party in power make him a better member than if he voted against it? If partisan appointments do not imply participation in politics, why do we sometimes hear it said, 'It will not do to offend the administration?' Why is it sometimes asserted that the right to name the members of the board has been confided to some influential citizen in return for his support, and that in naming members he has exacted pledges from them to carry into effect his personal wishes. It will not do to attach importance to rumors touching a matter of such grave impropriety reflecting alike upon the officer, the influential citizen and the members so appointed, but if these things be true, then grounds for real apprehension of evil abundantly exist.

"It is not necessary to enlarge upon this point nor to name additional instances. No well-wisher of the public schools desires to have them drawn into politics; no one who seeks their welfare wishes to have them intrusted to those whose only claim to the position is political activity or a promise or pledge to carry out the wishes of some individual, and

we do well to pause and ascertain whether we are not moving in that direction.

## Independence of Teachers.

"We do well to praise our schools, to give full credit to men who take from business hours time necessary to adjust properly school affairs, but we must not overlook the fact that mere praise amounts to little, and that the real value of the schools lies in the unwritten, unspoken influence that insensibly molds characters strong and brave; that in order to attain that result the teachers must be well prepared and thoroughly competent, vigorous, independent, not servilely bending to the unreasonable demands of anyone, uninfluenced wholly by fear of loss of position and seeking the co-operation of every agency in carrying on their work.

"If the time should ever come when the lawfully constituted authority for carrying on this work should be composed of men but indifferently qualified for the duty, or who have secured their appointment because they felt it would help them in business, or pay a party debt or make them more prominent in the community, or enable them to favor a friend, then the deterioration, if not the disorganization, of the system will be inevitable."

## Amende Honorable.

In the October issue of an Ohio school paper, there was reprinted an address by Supt. C. G. Pearce, which had appeared in the August number of the School Board Journal. In reprinting the article, the editor commented on the language and criticized grammatical errors which appeared.

In justice to Mr. Pearce it must be stated that the address in question was hastily dictated by him immediately before his departure for the Los Angeles meeting of the National Educational Association, and was sent to this office before he could revise it. As the address appeared, it does Mr. Pearce a great injustice, which we certainly regret. The errors noted would not have appeared had the responsible person in this office had an opportunity to read the copy before it was printed. The editor of the School Board Journal, too, left for Los Angeles about the time the manuscript was received.

Whatever the motive of the Ohio editor was in reprinting the address, and adding his criticism, it is safe to say that Mr. Pearce will not lose any of his prestige because of it.

## MORE THAN EVER.

## Increased Capacity for Mental Labor Since Leaving Off Coffee.

Many former coffee drinkers who have mental work to perform, day after day, have found a better capacity and greater endurance by using Postum Food Coffee, instead of ordinary coffee. An Illinois woman writes:

"I had drank coffee for about twenty years, and finally had what the doctor called 'coffee heart.' I was nervous and extremely despondent; had little mental or physical strength left, had kidney trouble and constipation.

"The first noticeable benefit derived from the change from coffee to Postum was the natural action of the kidneys and bowels. In two weeks my heart action was greatly improved and my nerves steady.

"Then I became less despondent, and the desire to be active again, showed proof of renewed physical and mental strength.

"I am steadily gaining in physical strength and brain power. I formerly did mental work and had to give it up on account of coffee, but since using Postum I am doing hard mental labor with less fatigue than ever before."

Name given by Postum Co., Battle Creek, Mich. Read the little book, "The Road to Wellville," in packages. "There's a Reason."



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of its Eastern Office  
in the Townsend Bldg., 1123 Broadway  
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under the personal direction of  
Mr. John Robert Gregg.  
On and after December 2, 1907, all the business  
of the Gregg Publishing Company in the  
eastern states will be conducted from  
the New York office*

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*A cordial invitation is extended to all interested in commercial  
education to visit our new offices*

## GREEK LETTER FRATERNITIES.

(Concluded from Page 3.)

school, higher scholarship, or the best interests of the pupils themselves; or whether they may not tend to disorganization and disturbance of all school work. Those going into the fraternities are usually too young and indiscreet to discriminate between good and bad things. You cannot, therefore, tell on what foundations the organization is building; whether the principles are conducive to character building or subversive of the same; whether they inculcate ideas of obedience to just authority and high purposes; or whether they teach a spirit of rebellion, and are nothing more than a mere clan for social purposes and mutual defense against lawful authority.

The members are too young to understand true fraternity spirit, and to practice it as it should be practiced. Those not admitted to the charmed circle are ignored and deemed by the fraternity of no consequence and are not to be considered either in their wishes or feelings. The walk to and from school must only be with a frat brother or sister, no matter how intelligent or deserving or agreeable other pupils may be. Many a splendid boy and girl have gone through the whole of their high school life in absolute isolation and ostracism by the members of fraternities, and have felt the sting and humiliation to the embitterment of their whole high school career. There is no reason in this, and it ought not to be permitted.

## The Expense of Fraternities.

Fraternities are very expensive to the parents of the members. The organization must be kept up and paid for. Frequent meetings must be held and social functions provided. A most strenuous social life is encouraged thereby, and the minds of the students are distracted from their regular school work at a time when social matters ought to be held sternly in the background. These expenses must be a great burden to some parents who are straining every resource to provide for the education of their children and frequently are hard pressed to meet the reasonable and necessary expenses of school work. It is wonderful how adept a well organized fraternity can become in finding ways of spending parents' money for fraternity purposes and interests.

## Injury to Scholarship.

Such fraternities are not conducive to the best efforts of the pupils in their school work. The members are young and their minds and affections become wrapped up in the "Frat." Taken away from their school studies, they lose to some extent the proper interest in their real work. The fraternity becomes to them everything and the school nothing. Such pupils come in time to rely too much on fraternity relationship to pull them out of tight places; putting their trust in such influences, instead of hard mental effort. Thus, to an extent, they forego that personal effort so conducive to good scholarship and necessary thereto, and without which there is no genuine success.

## A Teacher's Opinion.

One of the most distinguished high school teachers of the state, and one who had been brought forcibly in contact with such organizations, and has intelligently studied their effect on school life, declares that such fraternities are injurious in a threefold sense—to the pupils in the fraternities, to those not in them, and to teachers and parents. Those in the fraternity do not perform their work as well as if they would were they not members. The fraternity fosters a spirit of selfishness and egotism that is detrimental to character. Those outside the fraternity are embittered and humiliated and lose interest in school work, while the teachers are worried almost to the

extent of distraction in trying to curb and govern, and direct the tendencies of such organizations. Girls and boys are by the means of these fraternities brought into so-called society at an age that leaves no place for girlhood or boyhood. "And," she concludes, "there is not one good thing in them or to their credit."

What a spectacle we have recently beheld in the state of Indiana! Children who are of an age when their immaturity requires them to be governed and to be subject to the control of teachers, parents and guardians, bravely debated with school boards whether they should obey the law, passed by the legislature, abolishing their societies. If there was nothing else to show the vicious tendencies of such organizations, this alone would suffice.

## Gravity of the Situation.

So onerous had become the conditions and so menacing was the attitude of high school fraternities when the legislature met in 1907 that it was apparent to any person in touch with the schools that action was necessary to relieve the situation. It was well known that in the state of Washington the matter had been up before the Supreme court and that the court had handed down an opinion that it was within the power and province of the school authorities of the state, under their statute, to control these secret organizations, and to regulate them. Under the authority to make reasonable rules and regulations for the government of the schools, the school boards had the power to prohibit members of such societies from holding school honors.

This appeared to be good to one opposing such organizations, but an inspection of the laws of Indiana revealed the fact that the statutory power to make such rules was a matter of inference and the whole question was one of legal construction. The school authorities were therefore slow to accept responsibility and take action under laws which were so indefinite. If the schools of the state were to be freed from the domination of such societies, it must be by direct attack by statute, giving unequivocally the power of suppression.

## Reasons for the New Law.

At first it was thought that the evil might be reached by enlarging the powers of the authorities, so as to give them the unquestioned right to make all needful rules for the government of the schools and compelling obedience by inflicting suspension as punishment for infractions, but a careful consideration of the situation left no doubt that if the evil was to be met and suppressed it must be attacked openly.

The law, as enacted by the Indiana legislature would be no loophole for evasion. It was felt that if the matter were left to the decision of the various school officers, some would enforce it and some would not, and the evil would only be crippled and not destroyed. These were considerations that brought about the law as it now is on the statute books; a law that was conceived in love for the common schools and not out of malice or envy toward anyone.

## Provisions of the Law.

This law, as enacted by the Indiana legislature, reads as follows:

"Be it enacted by the general assembly of the state of Indiana, that the common schools of the state of Indiana, both the elementary and high school, shall be open to all children until they complete the course of study in said common schools; subject to the authority of the teachers therein, and to all rules and regulations provided by proper authority for the government of the same. It shall be unlawful for the pupils in any of the elementary or high schools of the state to form secret societies, fraternities or any other similar organization, or the board of school trustees of any school

town or city, and the trustees of any township, and the superintendent of any school are hereby required to enforce the provisions of this act by suspending a pupil in any elementary or high school who refuses or neglects to obey such rules and regulations of any of them." (Acts 1907, page 616. Approved March 12, 1907.)

This law now stands on our statute books and makes it mandatory for the school authorities to absolutely prohibit all secret organizations in grade or high schools. There is to be no evasion. The word has gone forth that such secret fraternities are evil and only evil, and must die.

## The Duty of School Authorities.

Except among members of such secret organizations, the passage of the law was hailed with delight all over the state. It makes secret societies unlawful in grades and high schools, and requires school officers to suppress them; makes this mandatory, and gives the right of suspension and expulsion from the schools to secure enforcement. It is to the interests of the schools of the state that this law be enforced according to its spirit. No superintendent should fail in his duty, if he desires to see the schools of the state rid of an incubus that has greatly threatened their usefulness. The state superintendent should see that the law is enforced rigidly and in such a way as to render "sub rosa" chapters impossible. If great care is not exercised such organizations will be carried on "sub rosa." I think in some places this is being attempted now, but a discriminating superintendent can see the signs and evidences. When the pupils find that such organizations are outlawed they will hesitate about going into a "sub rosa" chapter, and without a constant stream of new blood the organization is doomed.

I believe the law is constitutional and valid in every way, and that our Supreme court will, if the matter is ever brought before them, sustain it in all its features. At the rate we were going before the enactment of the law, in less than ten years Greek letter fraternities would have bestrode the schools of the state like a colossus. I believe that the law is so just, and so much in the real interests of the best development of our educational system and the high schools of the state, that every superintendent and every trustee should give it his undivided and enthusiastic support to the end that a great menace to the schools shall be avoided.

## WHAT WAS IT

## The Woman Feared?

What a comfort to find it is not "the awful thing" feared, but only chronic indigestion, which proper food can relieve.

A woman in Ohio says:

"I was troubled for years with indigestion and chronic constipation. At times I would have such a gnawing in my stomach that I actually feared I had a—I dislike to write or even think of what I feared.

"Seeing an account of Grape-Nuts, I decided to try it. After a short time I was satisfied the trouble was not the awful thing I feared, but was still bad enough. However, I was relieved of a bad case of dyspepsia by changing from improper food to Grape-Nuts.

"Since that time my bowels have been as regular as a clock. I had also noticed before I began to eat Grape-Nuts that I was becoming forgetful of where I put little things about the house, which was very annoying.

"But since the digestive organs have become strong from eating Grape-Nuts, my memory is good and my mind as clear as when I was young, and I am thankful." Name given by Postum Co., Battle Creek, Mich. Read the little booklet, "The Road to Wellville," in packages. "There's a Reason."

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### CORPORAL PUNISHMENT.

BY MRS. PAULINE STEINEM.

I regard corporal punishment as a relic of barbarism, a reminder of the time when might was right and when men ruled by brute force. It is worse than useless, being not only wholly inadequate to accomplish its purpose—if such purpose be that of true education, viz.: the development of all that is good—but distinctly harmful in that it brutalizes, not only the one who receives, but also the one who administers such punishment.

To be sure, the Bible says: "Spare the rod and spoil the child." However, we do not live in Bible times today; and besides, "the rod" need not be taken literally. To me it merely stands for discipline. Discipline is necessary, but rarely in its lowest form, which is corporal punishment. Discipline must be the logical result of the offense committed. There must be the connection of cause and effect between the misdeed and its punishment, if the latter is to be a corrective measure. The indiscriminate use of corporal punishment for all sorts of offenses is too often merely an outlet for the overwrought feelings of the one who happens to be in authority, showing a lack of control which unfits, especially for the profession of teaching, for, if we would control others, we must first of all learn to control ourselves.

The statement is sometimes made, that there are cases where corporal punishment is the only successful means of correction. This may be true as long as children come into the world under conditions most unfavorable to the right kind of development. If it is, then the parent and not the teacher should be the executioner. For, even though some parents are severer than the teacher would be, yet parental love is supposed to be the highest type of love, and only one who possesses such supreme love can chas-

tise a child, without forever alienating its affection. Therefore, even if it could be proven that here and there a boy was made better by corporal punishment, even then—believing in the greatest good to the greatest number—would I banish it from the public school. For, if it is permitted at all, it is apt to be abused, and I prefer to err on the side of leniency rather than on that of harshness.

There was a time when the physical body of man was coarser and his finer susceptibilities less developed than they are today. Then corporal punishment was justified, because it probably was the only means of reaching the feelings of the individuals. However, there is no doubt but that our physical bodies are becoming finer in texture and more sensitive to pain, in fact, that all the senses are becoming more acute, so that the avenues, by which the inner man may be reached are slowly but surely increasing. The higher we rise in the scale of human evolution, the more it becomes possible

to appeal to the better nature of the child. And, by appealing to it, we develop it. Corporal punishment appeals to the lowest side of child nature. It calls forth the destructive forces of anger, hate, revenge and fear, while the true education is constructive, having for its object the development of all that is good. Therefore, the true educator aims to prevent the necessity for corporal

punishment by trying to develop in the child, as early in life as possible, a keen sense of honor, of self-respect, personal responsibility, sympathy, kindness and regard for the rights of others—qualities which are also the very essentials of good citizenship. We are too apt to forget, that evil cannot be overcome by evil, and that the greatest force in the universe is love.

No public officials do more for nothing than the men elected to places on the board of education. Their monthly sessions for the consideration of the general business of the district form a very small part of their labors. In the interim there are committees to meet, there are inspection of the buildings to make, repairs to look after, supplies to buy, teachers to select and a score of other duties required in keeping the schools in operation. Few persons really know the extent of the work for the youth of the city these men perform.—*Chester, Pa., Times.*

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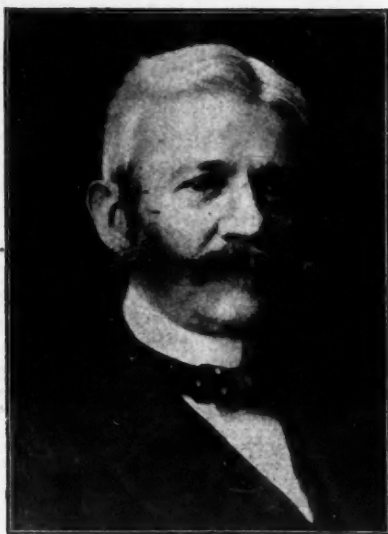
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### NEW EASTERN OFFICE.

Attention is called to the announcement of the Gregg Publishing Company on page 17 of this issue, of the establishment of an eastern office in the Townsend building, 1123 Broadway, New York City. The business of the Gregg Publishing Company in the East and New England, which has heretofore been handled Mr. J. R. Gregg through local agents, will in the future be conducted from this office by Mr. Gregg personally. The growth of the business, together with the rapidity with which the "Forward Movement" is becoming world-wide, is the reason given for the establishment of the new office.



The western business will, in the future, be in charge of Mr. Raymond P. Kelley, secretary of the company, who has heretofore acted in the capacity of assistant to Mr. Gregg. The establishment of the eastern office under Mr. Gregg's personal direction adds a strong link to the chain of Gregg centers, which now embrace San Francisco, London and New Zealand, besides Chicago and New York.



Mr. R. P. Kelley



The Wm. R. Jenkins Company has issued a folder announcing a select list of new French and other books. The list includes Bercy, Du Croquet, Labour and other well known educational series. The Wm. R. Jenkins Company has since its founding made a specialty of educational books and has the largest stock of French publications in the United States.

The last bulletin issued by Manager Mack for the Prang Educational Company presents "an argument by towns" to show the extensive use of the "Text-Books of Art Education" and the "Art Education Drawing Books." There must be intrinsic merit in a series of books that have been adopted exclusively in three whole states like Louisiana, Kansas and Oregon, and which is in exclusive use in 466 important places in nineteen other states.

The following is a brief resume of Mr. Mack's list:

Ohio—121 towns, including Cleveland, Cincinnati, Columbus, Toledo, Akron, etc.

Michigan—54 towns, Detroit, Grand Rapids, Sault Ste. Marie, Lansing, Battle Creek, etc.

Indiana—55 towns, Fort Wayne, Terre Haute, Logansport, etc.

Illinois—61 towns, Chicago, Springfield, Aurora, East St. Louis, Joliet, Peoria, Rockford, etc.

Wisconsin—25 towns, Milwaukee, Superior, Racine, Janesville, Eau Claire, Fond du Lac, etc.

Minnesota—15 towns, Minneapolis, St. Paul, Duluth, Stillwater, etc.

Iowa—28 towns, Des Moines, Davenport, Council Bluffs, Cedar Rapids, Muscatine, etc.

Missouri—11 towns, St. Louis, Joplin, St. Joseph, Chillicothe, etc.

Kentucky—11 towns, Louisville, Frankfort, Covington, Newport, Paducah, etc.

Texas—19 towns, Galveston, Houston, Fort Worth, El Paso, San Antonio, etc.

### TEXT BOOK ADOPTIONS.

Berry's writing books have been recently adopted at West Bend, Wis., Fergus Falls, Minn., Forest Park, Ill., Fremont, Neb., Hastings, Mich., Concord, N. H.

The phenomenal growth of the Isaac Pitman shorthand since the issue of their "Short Course in Shorthand" is evidenced by the large number of prominent schools now teaching this method. This work has recently been introduced into the following schools: High School of Commerce, New York City; Commercial high school, Brooklyn, N. Y.; Long Island City evening trade and high school; high school,

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## SOME FACTS

Editorial from "The Phonographic Magazine," Cincinnati, October, 1907.

### A PRO-GREGG PITMAN

"The promoters of Gregg shorthand have lately spread abroad copies of a letter purporting to be written by Guilbert Pitman, nephew of the late Sir Isaac Pitman, in which the writer commends Gregg shorthand in the most extravagant terms, and predicts that it will become 'the shorthand of the English-speaking people.'"

It is not for us to assign a motive for the writing of this letter, but there are certain facts which should be taken into consideration in connection with it.

For twenty years, and up to the time of the death of the late Sir Isaac Pitman, Guilbert Pitman, his nephew, was the London manager of the firm of Sir Isaac Pitman & Sons, and it may fairly be assumed that his business ability was one of the important factors in the commercial success of the Pitman system in England. Shortly after the death of Sir Isaac Pitman, Guilbert Pitman was removed from his position by the sons and successors of Sir Isaac Pitman, and since that time he has had no connection with the firm of Sir Isaac Pitman & Sons. It has been apparent to all persons who have had any opportunity for observation, that the relations between Guilbert Pitman on the one side, and the firm on the other, were hardly such as could be properly called cordial.

It is, perhaps, not going too far to surmise that the Gregg letter might never have been written by Guilbert Pitman, had his business relations with the firm remained unimpaired, and that the sudden discovery by him of such astonishing merit in the Gregg system, is a pretty plain indication that he will ere long become the business promoter of that system in Great Britain. This state of affairs seems to us clearly fore-shadowed, and it should be taken into consideration before attaching any importance to Guilbert Pitman's letter as a testimonial.

It is not in evidence that Guilbert Pitman is a shorthand expert at all. His experience has been that of a book-seller and publisher, and any opinion he may express as to the merits or demerits of Gregg shorthand should be given about the same weight as the opinion of any other business man."

SEND FOR "SOME POINTS."

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Publishers of "Course in Isaac Pitman Shorthand," \$1.50. Exclusively adopted by the New York Board of Education.

South Bend, Ind.; East Side evening high school for men, New York City; high school, Kearny, N. J.; high school, Medford, Ore.; high school, St. John, Kans.; high school, Stonington, Conn.; high school, Pomona, Cal.; Y. M. C. A., Prospect Park branch, Brooklyn, N. Y.; Y. M. C. A., South Bend, Ind.; Colegio Ingles, San Luis Potosi, Mexico; Y. M. C. A., Mobile, Ala.; Tuskegee Normal and Industrial Institute, Tuskegee, Ala., etc.

Mt. Vernon, Ill. Superintendent A. E. Summers of Jefferson County has selected the following texts for uniform use in the county: Baldwin's readers, White's arithmetics, Hunt's speller, Natural series of geography, Overton's physiologies, Spencer's practical writing, Montgomery's history, Reed and Kellogg's language and grammar books, Schwinn and Stevenson's civics, Mather's Illinois in the Making.

Winona, Minn. Lindell & Kelley's zoology has been adopted to replace Kellogg's.

South Omaha, Neb. Ward's rational method in reading has been adopted for the first, second and third grades.

New Britain, Conn. Cameron's French reader has been adopted. Holmes' arithmetic is under consideration.

Fairbank's home geography, published by the Educational Publishing Company, is on the Montana state list as primary text in geography.

Twenty-one counties in the state of South Dakota have adopted Augsburg's drawing.

Waukesha, Wis. Blaisdell's physiology series has been adopted for the fifth and seventh grades.

Berry's writing books have been adopted at Dubuque, Iowa, for use in the public schools.

Berry's writing books have recently been introduced into the public schools of Superior, Racine, Stevens Point and Grand Rapids, Wis.

Essential Studies in English, Language and Grammar, published by Row, Peterson & Co., have been adopted in the following: Whiteside, Tazewell and Woodford Counties, Ill.; Oshkosh, Oconto, Manitowoc (N. S.), Chilton and Stoughton, Wis.; Mankato, Waterville, Benson, Redwood Falls, Springfield, Wells, and Henderson, Minn.; Flint, Monroe, Corunna, and Buchanan, Mich.

The Gregg Publishing Company announces recent adoptions of Gregg Shorthand in the public schools as follows: San Jose high school, San Jose, Cal.; Taylorville high school, Taylorville, Ill.; Mount Vernon high school, Mount Vernon, Ind.; Davenport high school, Davenport, Ia.; Kansas City high school, Kansas City, Kas.; Wichita high school, Wichita, Kas.; Manchester high school, Manchester, Mass.; South St. Paul high school, South St. Paul, Minn.; Billings high school, Billings, Mont.; Lawrence high school, Lawrence, N. Y.; State normal school, Mayville, N. D.; Coshoc-ton high school, Coshoc-ton, O.; Enid high school, Enid, Okla.; State normal school, Cedar City, Utah.

Pecatonica, Ill. — Language Lessons published by Wisely & Griswold have been adopted for use in the 2nd and 3rd grades.

A proposition was made recently by a member of the New York Board of Education that the associate and assistant superintendents write or cause to be written all text-books used in the public schools. It was argued that a saving could be af-

## BUEHLER'S MODERN ENGLISH GRAMMAR

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#### RECENT ADOPTIONS

##### CITY OF ST. PAUL, MINN.

May 21, 1907, the Grammar was adopted for exclusive use in all the public schools of St. Paul for three (3) years.

##### CITY OF DENVER, COLORADO.

October, 1907, "Modern English Lessons" was adopted for all the public schools of Denver, to accompany "Buehler's Modern English Grammar" previously adopted in that city.

##### STATE OF OREGON.

June 5, 1907, both the Lessons and Grammar were adopted for exclusive use in all the public schools of Oregon, for a term of six (6) years.

##### STATE OF IDAHO.

June, 1907, the Grammar was adopted for exclusive use in all the schools of Idaho for a term of six (6) years.

### NEWSON & COMPANY, Publishers

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fects for the schools, and, at the same time, better books could be secured. A large percentage of the books, in use at present, are the work of persons in the employ of the board. The project was lost.

#### A REAL FROG FARM.

Mr. A. A. Sphung, the veteran "Frog Man," has recently purchased five acres of land near Winneconne, Wis., which he will devote to the raising of material for biological laboratory purposes.

This tract of land, one mile from the station, is ideally situated for use as a frog farm. The greater portion of the five acres is under water the year round and there is just enough high ground for the necessary buildings, such as dwelling house, barn, ice houses, etc. Mr. Sphung has now completed one frog house 16x60 feet in size and next spring will complete his buildings.

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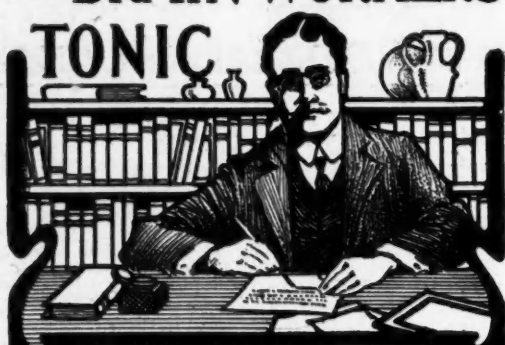
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If your druggist can't supply you we will send small bottle, prepaid, on receipt of 25 cents. RUMFORD CHEMICAL WORKS, Providence, R. I.

## Shy on Bait.

The teacher in one of the Sabbath schools in this city had gathered her class of little boys around her and was telling them of Noah and the flood.

"Now, children," said the teacher, "how do you suppose Noah spent the time during the flood?"

"Prayin'," suggested one of the youngsters.

"Fishin'," ventured a second.

"What's de matter wid you, Shorty?" contemptuously cried a third. "Wouldn't he have a fine time fishing wid only two worms?"

## Was Not Compulsory.

Some time since a well known college professor went into a New York restaurant, and hardly had he seated himself at a table before a waiter flitted up and asked him if he would have soup. On being told that he wouldn't the waiter flitted away again, but it was wasn't long before another came along and asked the same question. The professor had no more than dismissed the second when a third bulged in.

"Will you have soup, sir?" he politely asked.

"Look here!" exclaimed the professor a little peevishly. "Is it absolutely compulsory?"

"No, sir," replied the waiter; "it is mock turtle."

## Preferred Her Touch.

Schoolmistress—What did you want me to whip you for?

Tommy—"Cos pa said he would if you didn't, an' he hurts."

## A Cold Day.

Teacher (to Examiner)—You notice that boy who stands at the foot of the class? Well, last summer he was the smartest boy in the school.

Examiner—He is now. I notice the foot of the class is nearest the fire.

## How Lot Was Favored.

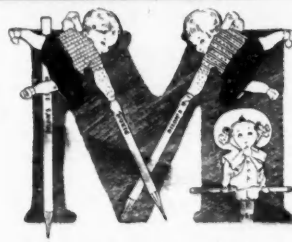
Sunday School Teacher—Can any of you tell me in what manner Lot was especially favored?

Little Elmer—Yes, ma'am, I can. The Lord turned his wife into a sack of salt.

Aus der Physik-  
Kunde.

Lehrer: "Wir kommen jetzt zur Besprechung des 'horror vacui.' Weiß einer von Euch schon etwas davon?"

Karl (Sohn des Hauswirths Schraubmeyer): "Horror vacui" ist das Gefühl, wenn meinem Vater drei Wohnungen auf einmal gefündigt werden."



More schools are using DIXON'S AMERICAN GRAPHITE PENCILS than ever before, and the reason is, that the teachers are looking into the quality of their school supplies with greater care. They have found that the Dixon Pencils give the best results. The teachers want the best and not the poorest that can be bought.

We can provide you with "the pencil that fits" if you will tell us what kind of work you wish it to do. Send 16c. for a sample package that will explain our meaning. It will surprise you.

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## "Got a Man."

District Superintendent C. D. Lowry of Chicago recently told a story which had to do with a teacher in one of the public schools of the Windy city.

The mother of one of this teacher's girl pupils had demanded the reason why her daughter had not been promoted at the end of the year. The teacher replied that the girl had not passed in geography.

"What difference does that make?" said the irate mother. "The girl has got an older sister who don't know her g'ogierphy and she was promoted and has got a man; and you know g'ogierphy and you ain't got no man at all."

## In Adam's Day.

At a Boston Sunday school the teacher asked a boy:

"What commandment, my son, did Adam break when he ate the apple?"

"I do not understand, sir," was the logical response, "that there were any commandments at that time."

## Naturally Gifted.

Professor—If a person in good health, but who imagined himself ill, should send for you, what would you do?

Medical Student—Give him something to make him ill, and then administer an antidote.

Professor—Don't waste any more time here; put up your brass name-plate.



Teacher—What are the three personal pronouns?

Pupil—He, she, and it.

Teacher—Give an example of their use.

Pupil—Husband, wife, and baby.

## New One on Him.

The principal of the school was talking with him about his boy.

"By the way, Mr. Wipedunks," he said, "I have made a discovery about Jerry. He's ambidextrous."

"I don't see how that can be," replied Mr. Wipedunks, with rising indignation. "He hain't never been exposed to it. Besides, he was vaccinated last year, we bathe him reg'ler every week, and his mother always makes him wear a little bag of assafiditty tied around his neck. Some of the other boys has been lyin' on him."

A Georgia professor wrote an arithmetic that contained such tough problems that nobody could solve them. One teacher wrote, asking for a key. The professor replied on a postal card: "Dear Sir: It has no key. It's a stem winder."

## It All Depends.

It was the desire of a teacher in a negro school to impress upon the minds of the growing negroes the great benefits to be derived at Tuskegee and other seats of learning for the ambitious negro. One day, in closing a brilliant discourse on this subject, in which Booker T. Washington was set forth as a criterion, she said to one little darky boy, who had evidently heard not a word of her talk:

"Now, 'Rastus, give the name of the greatest negro."

The answer was surprisingly forthcoming. "Joe Gans!"

Among a collection of notes from parents to teachers are the following:

"Dere Miss: Please excus Mary been late she as been out on a herring."

"Dere Sir: Pleas excuse Harry. He haddest no trousers and his father wouldnt let him come without any."

"Dear Miss Smith: Pleas excuse Rachel Abram. She had to fetch er mothers liver."

"Sir: I must strictly forbid you to punish Thos. again for anything he does, as we never do so ourselves except in self-defence. Yours truly, —."

## He Knew.

Teacher—Well, Tommy, what is a cat?

Tommy is silent.

Teacher—What, you don't know? What animal comes up the stairs so quietly at night?

Tommy—Father.

Mother—Willie, I fear you were not at school yesterday.

Willie—Just like all the rest of the women. I knew that teacher couldn't keep a secret.

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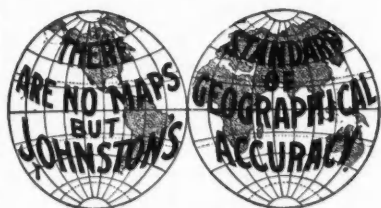
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### Fire Drill Reminder.

A novel and effective means of reminding principals of their duty in holding fire drills is in effect in the public schools of Newport, R. I. In the variety of detail work to which a principal must attend, fire drills are easily forgotten, and, for that reason, a card is provided on the bulletin board of each school, as a reminder. Upon this card are printed in bright red ink the rules of the board for conducting the drills, the fire signal of the building, and the ten school months. Whenever a drill is held the principal notes the date and the time limit on this card. At the end of the school year all the cards are collected in the office of Supt. Lull and filed. The records of the last school year showed that the majority of schools held ten drills, none less than seven. The fastest drill was one minute and one second in a four-room building and the slowest took two minutes and fifty-two seconds in a three-story, fourteen-room building.

### TRIBUTE TO A BOOKMAN.

It is rare that a school official will pay a tribute to a bookman. Following was written by a Pennsylvania city superintendent, who is himself too modest to permit the publication of his name:

"Mr. C. Weidenhauer is practically state agent for Ginn & Co., for he covers nearly the whole state outside of Philadelphia and Pittsburgh and the two or three counties immediately surrounding those two cities. As a worker, organizer and efficient, successful bookman, he has not an equal in the state of Pennsylvania.

"His methods are clean and his success deserved. He had early farm training; was a student in the Lock Haven, Pa., Normal school, ward principal in the Lock Haven schools, and is a graduate of Dickinson college (Carlisle,

Pa.). We venture to assert that there is not a bookman in the United States that can show at the Home Office a better, clearer and cleaner record of successful development.

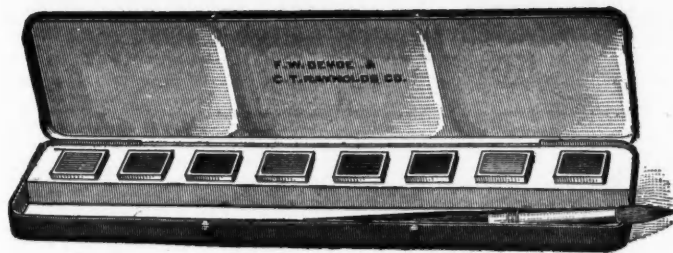
"His home is in Milton, Pa., where his fellow citizens have honored him by electing him to the borough council and making him president of that body. He is interested in many of the local corporations and organizations and is an officer in nearly all of them."

### GIFTS.

To choose an appropriate gift,—one to be received with genuine pleasure,—is truly an accomplishment. Perhaps a suggestion will be of assistance to you before making your purchases for the holiday season. Have you ever considered that an up-to-date unabridged dictionary is a gift to be longer enjoyed, longer treasured, and of more constant service to the recipient than any other selection you may make? The One Great Standard Authority is Webster's International Dictionary, published by G. & C. Merriam Company, Springfield, Mass. It is recognized by the courts, the schools, and the press, not only in this country but throughout the English-speaking world as the highest triumph in dictionary making. It is the most choice gift. *Get the best.*

### THE VALUE OF A GOOD FLOOR BRUSH.

A workman is known by his tools. This old saying is more true of the janitors of our public schools than is generally supposed. Those who have direct charge of the men who sweep and dust the schools know that a janitor equipped with good dusters, mops and floor brushes does good work, while a man supplied with poor working tools gets shiftless and careless and neglects his work.



THERE are no school colors better than Devoe; teachers who want the best have found it so.

Out of our complete list we show here our No. 118; enameled metal box containing eight half pans: Gamboge, Crimson, New Blue, New Green, Orange, Violet, Warm Grey, Cold Grey; and one No. 7 brush.

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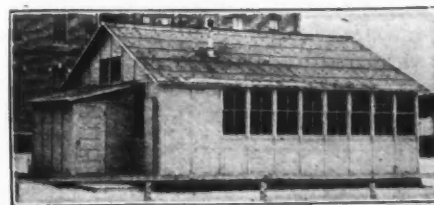
The complete removal of dust and dirt is so important that it is the duty of those in authority to see that the work is well done—that the janitor has a good floor brush.

There are a few firms whose whole business is that of selling janitors' supplies. Wm Dilley of Chicago, however, has been doing this since 1875. His experience has taught him that the best is none too good and he has therefore put on the market a floor brush known as "Dilley's Extra." In making this brush only the best superfine Russian bristles are used—not common horse hair or fibre such as is generally used—and these are securely fastened to a back of the best kiln dried maple specially prepared. Mr. Dilley guarantees these brushes to outlive four ordinary brushes and will send a sample brush to school authorities.

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## RECENT PATENTS.

*Combined Chair and Desk.* Lewis P. Agnew, Wapanucka, Ind. Ter.

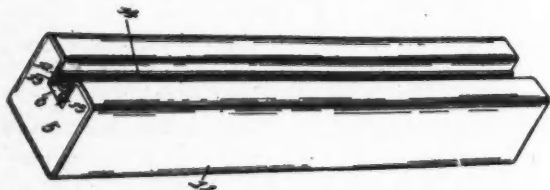
In a chair, a hollow standard having an open upper end and a slot in its top, racks within the standard on each side of the slot, a chair having a seat-arm adapted to enter the open end of the standard and provided with lugs adapted to engage the rack to maintain the chair in adjusted position, said seat-arm being formed with laterally extending side pieces which overhang the top of the standard adjacent to the slot, and suitable braces for said standard.



In a desk, means for vertically adjusting the same, said desk having side pieces provided with tongues and a top having the side pieces provided with grooves into which the tongues on the side pieces project, said grooves having a series of sockets therein, spring fingers within the desk adapted to enter one or the other of said sockets, whereby the top of the desk may be held in adjusted position with relation to the lower part thereof, substantially as and for the purpose set forth.

*Blackboard-cleaner.* Francis W. Wade, East St. Louis, Ill.

A device for cleaning blackboards, comprising an elongated grooved block, a covering located around the block, spindles secured to the ends of the covering, and a plate contacting with the spindles for tightening the cover around the block, substantially as specified.

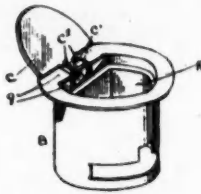


A device for cleaning blackboards, comprising a block, a covering located around the block, the ends of said covering provided with loops, spindles placed in said loops, a plate secured to said block by screws, and brought in contact with the spindles to tightly retain the covering in position and so arranged as to provide four contacting surfaces to the cleaner, substantially as specified.



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*Ink-well.* Fred J. Stulp, Muskegon, Mich.



A sheet metal ink well support having an elastic cylindrical body formed in one piece and having a slot running from top to bottom thereof.

A sheet metal ink well support having a body provided with an upset marginal flange having separated downward bent lugs, a cover having hinged engagement with such downward bent lugs, a transverse supporting bar for the well cup struck inward from the body of the well, such bar having an upward projecting lug at the rear, said body having an inturned flange at its bottom portion, and an absorbent mat resting upon said flange.

## BOOK REVIEWS.

(Concluded from Page 14)

useful in college classes—among them "Childe Harold" and "Don Juan"—have been included in whole or in part. It is pleasant to find a few of the more famous Hebrew melodies.

A paragraph in connection with each selection gives its date as well as the place and circumstances under which it was written. The foot notes seem sufficient for the real needs of readers. In the introduction are found significant facts relating to the ancestry and early training of Byron. The editor has successfully brought out the intimate relations existing between the works and the wild and erratic life of this poet.

**Washington's Farewell Address and Webster's Bunker Hill Orations.**

Edited by Edward E. Hale, Jr., University Publishing Company, New York, Boston, New Orleans.

No literature series for high school use is complete without these three orations. The introduction to the present book is historical, that the student may enter into the spirit of the orator and the occasion, and rhetorical, that he may fully appreciate the literary merits of the speeches. A biographical sketch of Washington and Webster and suggestions for study complete the introduction. The notes are adequate to explain all allusions in the texts which the student may not understand. The high standard which the publishers have set for the series is maintained; the book can be heartily recommended.

## PASTELLO.

What is Pastello?

It is a crayon having a mineral base. The word pastel is derived from the word pastel (accented on the first syllable) and means a pretty little crayon. The colors are soft and beautiful, and the effects produced have a pleasant impression, never to be forgotten.

If the colors needed for any particular picture are rubbed on the paper together, they may be blended with the tips of the fingers or with chamois skin or cheese cloth. Beautiful sky effects can be secured in this way. Water color effect may be produced with pastel by simply dipping the tip of the crayon into water as in pen work. To

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save the trouble of constant dipping into water, sponge the paper or thoroughly dampen it.

Pastello, in eight colors, retails at five cents per box and can be furnished direct to school boards or dealers at \$4.80 per gross boxes. The large box, number 1042, contains twenty colors, tints and shades, at ten cents per box.

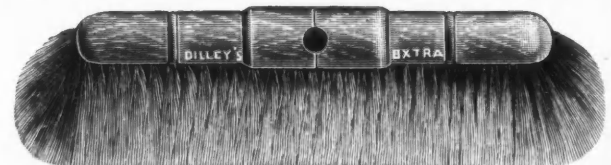
The economy of this crayon can easily be seen. Time and money, in water color boxes, and work can be saved to the pupil.



The wonderful effects far surpass the work of water color paints in the hands of teachers and children who are not expert in handling water color boxes. In the American Traveling Drawing Exhibit appear many beautiful pictures in color, executed through the pastel medium. School boards and superintendents should arrange to have their pupils and teachers in this crayon work exhibit. It is the finest of its kind ever shown in this country. Send for samples and mention this paper.

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SCHOOL HYGIENE

Cleveland, O. A permanent athletic field has been secured by the school board for the pupils of the public schools. Mr. Ehler, supervisor of physical education in the schools, has made plans for the field, and the construction of bleachers, dressing rooms, etc., will begin next spring. The field will contain a quarter mile running track (laid out for dashes and hurdle races), a baseball diamond, football gridiron, tennis courts, etc.

Milwaukee, Wis. An examination of the teeth of the children in the public schools is to be conducted by the Odontological society, without expense to the school board. A report showing the results of the examination will be made.

The department of health of New York state has shipped to each of the 446 incorporated villages in the state a set of forms with instructions for the examination of the eyes and ears of school children in the public schools in all such villages. It is proposed to conduct such an examination by the teachers.

A complete set of charts and cards, such as are used by oculists in the testing of eyes have been prepared by the department and the teachers are fully instructed in their use. The teacher will make an individual test of each child over seven years; find whether the vision is normal; testing the eyes for distant vision, near vision and focusing power. Many abnormal conditions, such as frequent earaches, catarrhal discharges or breathing through the mouth will be noted.

A test will also be made of the hearing and records made to see if both ears are normal. The teacher will then send to the parent or guardian of each child a notice stating the facts disclosed by the examination. Particular attention will be paid to cases where the child is backward in school work, suffers from inflamed eyes or has frequent headaches.

A record will also be sent to the state department of health. The local health officers in the villages will be asked by the department to co-operate with the teachers and lend their assistance in every way in making the examination exact and thorough.

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Western Drawing and Manual Training Association.

Officers, 1907-1908: President, Charles A. Bennett, Bradley Polytechnic Institute, Peoria, Ill.; vice-president, Emma M. Church, Academy of Fine Arts, Chicago, Ill.; secretary, R. A. Kissack, Yeatman High Schools, St. Louis, Mo.; treasurer, George F. Baxton, Stout Training School, Menomonie, Wis.; auditor, Emily E. Bracken, Ohio State University, Columbus, O.

The Executive Committee consists of the president, vice-president, secretary, treasurer, and the chairmen of standing committees.

Standing Committee Chairmen: Program committee, Louis A. Bacon, Indianapolis, Ind.; editorial board, William T. Bawden, Normal, Ill.; exhibit committee, Virginia M. Jackson, 317 Jefferson avenue, Detroit, Mich.

Other Committee Chairmen: Committee on handicrafts in the public school, Euphrosyne Langley, University of Chicago; committee on traveling exhibit, Livingston L. Summers, State Normal School, Oshkosh, Wis.; committee on college credits in drawing and manual training, Supt. Wm. H. Elson, Cleveland, O.; committee on condition of art work in colleges and universities, John S. Ankeney, Columbus, O.

Next Meeting: Indianapolis, Ind., April 8 to 11, 1908.

Membership: Fees, \$2.00 per year, payable to treasurer; open to anyone engaged in educational work.

Eastern Manual Training Association.

Officers, 1907-1908: President, John C. Brodhead, Public Latin School, Boston, Mass.; vice-president, Fred C. Whitcomb, Miami University, Oxford, O.; secretary, Miss Annie F. Burbank, East Northfield, Mass.; treasurer, Thelwell R. Coggeshall, Girard College, Philadelphia, Pa.; secretary of transportation, A. E. Dodd, Trenton, N. J.; editor, Evelyn L. Winslow, 343 Bay street, Springfield, Mass.

Next Convention: Date and place not decided.

Membership: All persons actively engaged in educational work who desire to further the purpose of the association are eligible. Admission fee, \$1.50, including first year's membership; annual dues, \$1.00.

Manual Training Department, N. E. A.

Officers, 1907-1908: President, Jesse D. Burks, Training School for Teachers, Albany, N. Y.; vice-president, Miss Anna C. Hedges, superintendent of Hebrew Technical School for Girls, New York City; secretary, William E. Roberts, supervisor of Manual Training, Cleveland, Ohio.

Next Meeting: Cleveland, O.; July 6-10, 1908.

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¶ Our orders for 1906 were more than double those of any previous year. Our orders for 1907 are more than double those of 1906. From the inquiries, and our quotations, orders for 1908 will be more than double those of 1907.

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Council of Supervisors of Manual Arts.

Officers: President, F. E. Mathewson, Springfield, Mass.; treasurer, W. J. Edwards, Malden, Mass.; secretary, Edward D. Griswold, Yonkers, N. Y.

Next Meeting: January, 1908.

Membership: Limited to one hundred persons actively engaged in the supervision of the arts. Initiation fee, \$5; annual dues, \$2.00.

Illinois Manual Arts Association.

Officers: President, Fred D. Crashaw, Peoria; vice-president, Harvey G. Hatch, Rockford; secretary-treasurer, W. T. Bawden, Normal.

Next Meeting: Peoria, February 7-8, 1908.

Membership: Limited to Illinois; members elected on recommendation of executive committee. Dues, \$1.00.

BOOKS RECEIVED.

A Short History of Rome.

By Frank Frost Abbott, professor in the University of Chicago; author of "Roman Political Institutions." 304 pages. Handbook for the study of Roman History. 48 pages. Price, 25 cents. Scott, Foresman & Co., Chicago.

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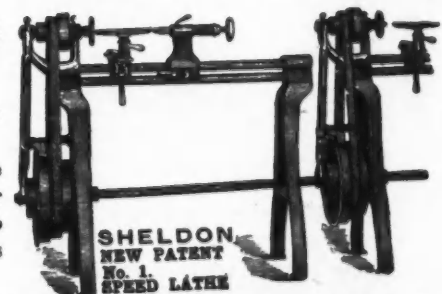


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## ALABAMA.

Eastlake—Archts. Warren & Welton, Birmingham, let contract for erection of Boys' Industrial School; \$40,000. Leeds—High school will be erected, Jefferson County.

## ARIZONA.

Tempe—Building will be erected for normal school. Yuma—Plans have been prepared for school; \$35,000.

## ARKANSAS.

Dewitt—\$10,000 school will be erected. Van Buren—Parochial school will be erected. Fort Smith—Archt. A. Klingensmith has plans for school; \$60,000. Little Rock—Plans have been accepted for Glenwood school; \$40,000. Negro high school will be erected; \$38,000. Hoxie—Archt. Mann, Little Rock, has plans for school. Mammoth Spring—School will be erected; \$15,000. Rogers—School will be erected.

## CALIFORNIA.

Alturas—School will be erected. San Diego—2-story addition will be built; \$90,000. Crockett—Plans have been adopted for school. Los Angeles—Negro industrial school will be erected. Fresno—4-room school will be erected. Glendale—Contemplates erection of school; \$75,000. Oak Grove—New school will be planned.

## CONNECTICUT.

Shelton—Fireproof school will be erected; \$38,000. Stamford—Archts. Boring & Tilton, New York City, have plans for 8-room school for West Stamford; \$65,000. New Haven—Parochial school will be erected, St. Boniface congregation; \$20,000.

## DISTRICT OF COLUMBIA.

Washington—Plans are being prepared for Carnegie institution. 8-room school will be erected.

## GEORGIA.

Auburn—School will be remodeled. Guyton—Archt. P. E. Robinson, Jacksonville, has prepared plans for school; \$5,000.

## IDAHO.

Caldwell—School will be erected. Bancroft—School will be erected. Lava—School will be erected. Coeur d'Alene—2-room school will be built.

## ILLINOIS.

Springfield—Archt. W. H. Conway has plans for 6-story academy; \$75,000. Urbana—3-story laboratory will be built for University of Illinois; \$225,000. Stockland—High school will be erected. Chicago—Archts. Pond & Pond have prepared plans for training school. Monmouth—Contemplate erection of high school.

## INDIANA.

Lafayette—Archts. R. P. Daggett & Co., Indianapolis, have plans for 3-story building, Purdue University; \$60,000. Anderson—3-story high school will be erected; \$125,000. Clinton—Archt. W. S. Kauffman has plans for 1-story school. Auburn—School will be erected. Helton—Archts. J. L. Nichols & Son, Bloom-

ington, let contract for 2-story school; \$9,000.

## INDIAN TERRITORY.

McCurtain—Archt. J. L. Pertle has plans for 2-story school; \$4,000. Bennington—2-story school will be erected; \$6,000. Tulsa—Six buildings will be erected, Henry Kendall College.

## IOWA.

Essis—School will be built; \$20,000. Norway—Archts. Dieman & Fiske, Cedar Rapids, let contract for 2-story school; \$10,000. Burlington—Archt. C. N. Nelson let contract for school; \$20,000.

## KANSAS.

Downs—School will be erected. Winfield—Archt. J. F. Stanton, Topeka, has plans for State School for Feeble-Minded; \$50,000. Frontenac—School will be erected. Petrolia—2-room school will be erected. Independence—1-story school will be erected. Leavenworth—Parochial school will be erected; \$15,000. Belleville—School will be erected.

## KENTUCKY.

Millersburg—3-story Female College will be rebuilt.

## LOUISIANA.

Mansfield—High school will be built. Greenwood—2-story school will be erected. Bossier City—2-story school will be erected. New Orleans—2-story school will be erected. Jonesboro—School will be erected; \$20,000.

## MARYLAND.

Baltimore—\$400,000 appropriated for polytechnic institute.

## MASSACHUSETTS.

Boston—Extension to Francis Parkman school will be made. Leominster—Archts. Fontaine & Kinnicutt, Woonsocket, R. I., have plans for parochial school; \$30,000. Lowell—Archt. B. F. Hart, Boston, has plans for 4-room school. Boston—High school of commerce will be erected. West Newton—Technical training high school will be erected; Geo. F. Newton, Archt., Boston. Lincoln—Archts. Parker & Thomas let contract for school.

## MICHIGAN.

Detroit—Malcomson, Higginsbotham & Clement have plans for 2-story school; \$60,000. Ann Arbor—High school will be erected. Kalamazoo—Western State Normal school will erect training school. Negaunee—High school will be erected. St. Charles—Addition will be built; \$9,000. Grand Rapids—4-room addition will be built; \$21,136. Flint—Archts. Edward C. Van Leyen & Edward A. Shilling, Detroit, are preparing plans for 12-room school; \$50,000. Coopersville—School will be erected; \$25,000. Eagle—Archt. E. A. Bowd, Lansing, has made plans for 2-room school. Ann Arbor—Addition will be built for University of Michigan. Marquette—High school will be erected. Hamilton—Normal school will be erected. Stratford—Normal school will be erected. Peterboro—Normal school will be erected. North Bay—Normal school will be erected. Gilbert—School will be erected. Detroit—24-room school will be built.

## MINNESOTA.

Battle Lake—Archt. Albert Schipfel, Mankato, is preparing plans for 2-story school. Waterville—\$30,000 voted for school.

## MISSISSIPPI.

Pascagoula—New school will be erected, Lake Ave.

## MISSOURI.

Columbia—Archts. Cope & Stewartson, St. Louis, are preparing plans for 2-story agricultural building. State University; \$150,000. St. Louis—High school will be erected; \$80,000. Marysville—Northwest Normal school now in course of construction. St. Louis—3-story school will be erected; \$78,000.

## MONTANA.

Hysham—School will be erected.

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## NEW JERSEY.

Upper Montclair—Archts. Van Vleet & Goldsmith, New York City, have plans for 3-story school; \$60,000. Swedesboro—Contract was let for 3-story school; \$30,000. Newark—Archt. Harry King has plans for school. Jersey City—School will be erected. Belmar—High school will be erected; \$10,000. East Orange—School will be erected. Elizabeth—School will be built. New Brunswick—Plans have been prepared for 3-story engineering building. Newark—Laboratory will be built for Irvington high school. Phillipsburg—School will be erected. Keyport—Archt. Henry C. Pelton, New York, has plans for 1-story school. Sterling—\$9,000 has been appropriated for 4-room structure.

## NEW MEXICO.

Mescalero—Proposals will be received for school.

## NEW YORK.

Buffalo—St. Mary's Academy will erect building. Ossining—3-story high school will be erected. New York City—Archts. Allen & Collins have plans for five buildings, Union Theological Seminary, \$1,000,000. Albany—School will be erected. Brooklyn—Jesuit College will be erected, Carroll St.; \$180,000. New Glendale—School will be erected; \$325,000. Buffalo—18-room school will be erected, Dist. No. 58. New York City—School will be erected, Richmond Hill. Buffalo—Archt. Thos. W. Harris has plans for two schools; \$60,000 and \$20,000. Chapqua—Archts. Stephenson & Wheeler, New York City, have plans for 2-story school; \$20,000. Youngstown—Addition will be erected, Raven high school.

## NORTH CAROLINA.

Raleigh—Plans are being prepared for school; \$8,000. Chapel Hill—Contract has been awarded for Biological Laboratory. Wakefield—Archt. C. E. Hartje, Raleigh, is preparing plans for 2-story school; \$9,500. Asheville—School will be erected.

## NORTH DAKOTA.

Villard—Three schools will be erected, Wintering district. Cheyenne—Archts. Haxby & Gillespie, Fargo, have plans for 4-room school; \$12,000. Esmond—School will be erected. Sharlow—School will be erected. Chaffee—1-story school will be erected. Doyon—Contract was let for school.

## OHIO.

Middletown—Albert Pretzinger, Dayton, will prepare plans for 2-story school, St. John's congregation; \$50,000. Westerville—Addition will be built; \$16,000. Cleveland—Archt. C. F. Schweinfurth has plans for laboratory, Western Reserve University; \$75,000. Columbus—Archts. D. Riebel & Sons have plans for school; \$30,000. Dayton—3-story manual training school will be erected; \$30,000. Addition will be built to Steele high

school. Bradford—\$40,000, bonds, voted for school. Cincinnati—17-room school will be erected. Cleveland—Contract was let for technical high school; \$300,000. Portage Path—Plans are being prepared for school. Steubenville—School will be erected. Cincinnati—Archt. S. S. Godley will prepare plans for 5-story Medical College; \$50,000. Norwood—Archt. C. M. Foster, Cincinnati, has plans for school; \$4,000. Tiffin—School will be erected.

## OKLAHOMA.

Oklahoma City—School will be erected; \$10,000. Antlers—School will be erected; \$7,000.

## PENNSYLVANIA.

Philadelphia—Archt. Rowland W. Boyle has prepared plans for 2-story parochial school. Archts. E. F. Durang & Son have awarded contract for parochial school. St. Monica's; \$30,000. McKeesport—School will be erected, Seventh ward. Pottsville—School will be erected, Mahanoy twp. Philadelphia—Additions will be built for Kenderton school. Oakmont—1-room school will be built—Bryn Mawr—Plans have been completed for parochial school. Berwyn—Archt. D. K. Boyd, Philadelphia, has plans for high school; \$20,000. Philadelphia—3-story addition will be erected, Academy of Natural Sciences; \$200,000. Ford City—Archt. W. G. Eckles, New Castle, has plans for high school; \$80,000. Harrisburg—8-room school will be erected. Philadelphia—Lynch Bros., Archts., are preparing plans for 2-story school. Edgewood—School will be erected; \$35,000. Maple Hill—School will be erected. Enghaut—School will be erected; \$10,000. Elizabethtown—10-room school will be erected. Grand Isle—Contract was let for school.

## RHODE ISLAND.

Albion—School will be erected.

## SOUTH CAROLINA.

Clinton—Contemplate erection of high school.

## SOUTH DAKOTA.

Aberdeen—Archt. Wm. M. Kenyon, Minneapolis, let contract for 3-story school. Woonsocket—School will be erected. Spearfish—Normal school will be built.

## TENNESSEE.

Lenoir City—High school will be erected. Chattanooga—Archt. R. H. Hunt has plans for 2-story school; \$18,000. Waverly—High school will be enlarged. Nashville—School will be erected, Trimble Bottom. Knoxville—Plans are being prepared for parochial school. Athens—Archts. Adams & Alsop, Chattanooga, have plans for 2-story school; \$15,000.

## TEXAS.

Houston—6-room school will be erected; \$6,500. Cedar Hill—School will be erected; \$10,000. Coleman—\$30,000, bonds, will be appropriated for school. Stanford—School will be erected; \$17,000. Myra—School will

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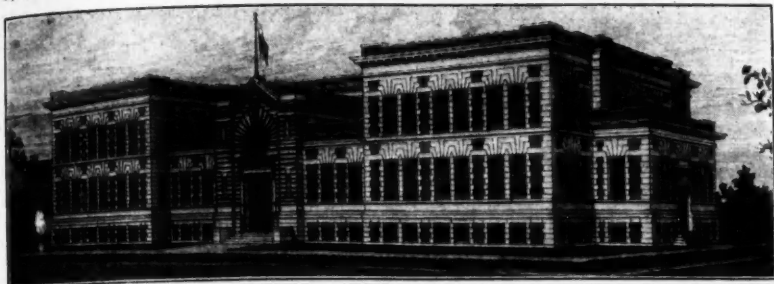
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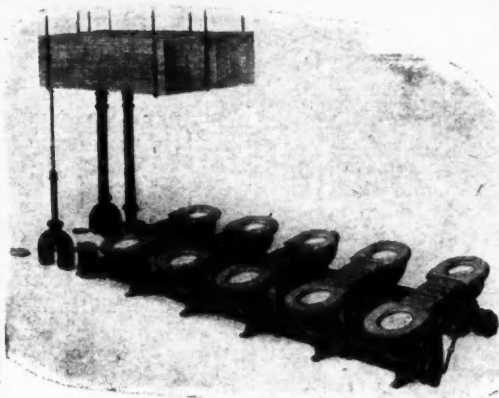
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be erected; \$7,200. Knox City—3-story school will be erected. Beaumont—2-story school will be erected. Franklin—School will be erected; \$50,000. San Antonio—School will be erected; \$20,000. Handley—\$15,000, bonds, issued for school. Center—High school will be erected.

### UTAH.

Dalton—4-room school will be built.

### VIRGINIA.

Williamsburg—New Presbyterian Female Seminary will be erected. Washington—School will be erected; \$4,500. Bristow—Archts. Speiden & Speiden, Washington, let contract for 3-story school.

### WASHINGTON.

Connell's Prairie—School will be erected. Seattle—Three buildings will be erected, State University of Washington. Ballard—17-room school will be erected. Chehalis—Archt. Geo. W. Bullard, Tacoma, has plans for 8-room school. Nespelem—Day school will be erected. Barnaby—Day school will be erected. Asotin—8-room school will be erected; \$20,000. Everett—Archts. Ginnold & Baker have plans for 4-room school, Lake Stevens Dist. No. 66.

### WEST VIRGINIA.

Kitsonville—School will be built.

### WISCONSIN.

La Crosse—School will be erected; Schick & Roth, Archts. Fond du Lac—4-room school will be erected; \$15,000. Kenosha—Archt. Jos. Lindl has plans for 2-story parochial school; \$18,000. Coloma—Archt. C. H. Williams, Portage, has plans for 2-story school. Milwaukee—9-room addition will be built to 21st Dist. No. 2. Camp Douglas—Archts. Chandler & Park, Racine, are preparing plans for 2-story school; \$10,000.

### CANADA.

Winnipeg—Ward school and high school will be erected. Puslinch—Contract was awarded for school. Kincardine, Ont.—Central high school will be remodeled.

### PLANS WANTED.

Lineville, Ala.—Plans and specifications will be received for a brick and stone schoolhouse, for which \$10,000, bonds, were recently voted. Address F. P. Penfield, secy. school board.

South St. Paul, Minn.—The question of issuing \$45,000 of bonds for school purposes carried. No plans have been selected. Theo. F. O'Brien, secy. school board.

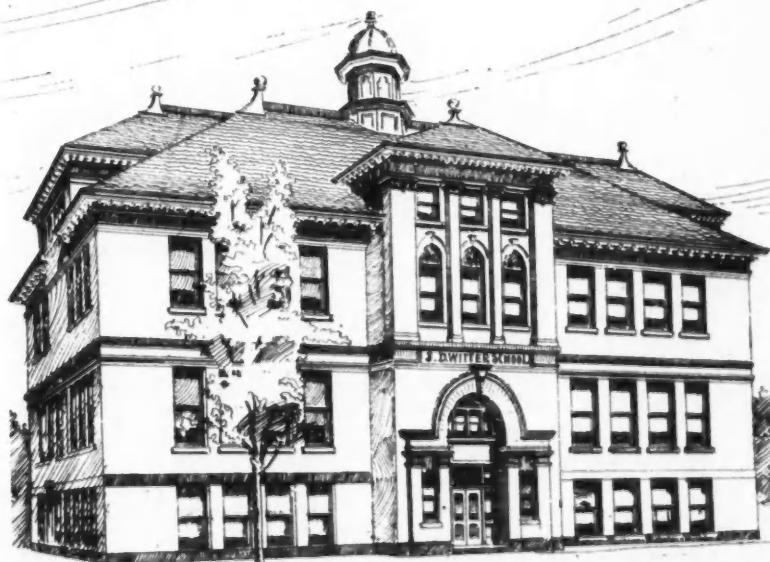
Waterville, Minn.—The board of education contemplates the erection of a modern school building, to cost about \$30,000. No plans have been selected. John Fahning, president.

Fond du Lac, Wis.—The board of education, F. A. Bartlett, clerk, will erect a press brick and stone school next spring; cost, \$20,000. Architect not selected.

Madison, Wis.—Prize competition for rural schoolhouses, now on, will close Jan. 1, 1908. C. P. Cary, state superintendent.

Lexington, Ky.—Voted to issue \$75,000 of bonds for the erection of school buildings. The board at its meeting in December will take steps toward obtaining plans and specifications. J. O. H. Simrall, clerk.

Bardstown, Ky.—The Bardstown district will erect a \$20,000 school building in the spring, and will soon be ready to receive plans and specifications. Redford C. Cherry, secy. school board.



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"Silicate News" is the title of a bright house organ issued by the New York Silicate Book State Company. Descriptions of novelties and staple silicate slate goods are interspersed with humorous matter. Some of the suggestions for using silicate blackboards are most helpful. Here is one:

"If at any time you find it difficult to erase marks that have been on the board for some time, or the surface has become greasy and the crayon does not take firmly, take a sponge and water, wet as much of the board as can be readily reached from one position and immediately rub dry with newspaper; the newspaper absorbs all grease and dirt on the surface and will give the fresh appearance of a new board."

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Delaware, O. The school board has purchased desks and opera chairs through the West Side Furniture Company of Columbus. The furniture is of Andrews manufacture.

Columbus, Ga., 40th annual of the public schools. Year ending June, 1907. Carleton B. Gibson, superintendent.

Erie, Pa., biennial report of school district, 1905-1907. T. W. Shacklett, president; W. J. Flynn, secretary; H. C. Missimer, superintendent.

Colorado, state course of study, prepared by Supt. Katherine L. Craig.

Henderson, Ky., annual report. Livingston McCartney, superintendent.

Colorado Springs, Colo. Report of the board of education, for the year ending June 30, 1906, and outline of the course of study for 1907. Mr. John Dietrich, superintendent of schools.

New York, N. Y. Report of the board of education for the school year ending June 30, 1906. W. H. Maxwell, superintendent of schools.



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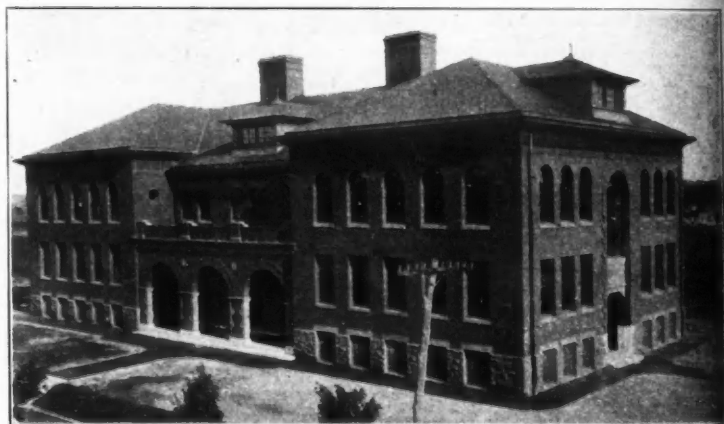
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